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Devoted to the Educational Interests of the State,

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THE
Vermont School Journal.

Vol. V. JANUARY. 1863. No. I.

COURTESY AND CONFIDENCE AS BETWEEN SUPERINTENDENTS OF DIFFERENT TOWNS.

To a larger extent than formerly school committee men engage teachers without knowledge of their qualifications. Since we have a superintendent whose certificate must be had, they rely upon him to approbate only good teachers, or at least, not those who are decidedly unqualified. This is the natural working of our system, and is perhaps in many cases inevitable, though every faithful committeeman should strive to be convinced at the outset that he has engaged only a well qualified teacher. At all events, a heavy responsibility rests upon the superintendent. The conflicting influences that press upon him are often very heavy. On the one side is the Teacher. He is chagrinned at his failure, perhaps angry. Or he may be of fine character, habits, and ambition, and needing encouragement and the profits of his work—it is hard to deny him. The committeeman will also feel chagrin at his hiring a disqualified teacher. He is put to new trouble, and he may think he can judge as well as the Superintendent. His reputation is at stake. On the other hand lies the interest of children, of parents; and tax-payers, and the public weal; and the desire of the Superintendent and of all to raise rather than lower the standard and value of our common schools. These overbalance all other considerations in the mind of a faithful Superintendent, and he acts accordingly, though the conflict of his judgment with his kind feelings may sometimes be very severe.

These difficulties are very often immensely increased by the different standards which seem to be adopted by Superintendents in different towns. Candidates often obtain a certificate in one town and then engage a school in another. They go to the Superintendent in the last town with confidence, or often expecting no examination at all, and certainly not dreaming that they shall be rejected. This is natural. There ought to be a pretty general uniformity in the qualifications needed and demanded in different towns, and a similar faithfulness in the Superintendents. Besides there ought to be a courtesy between them, and a confidence that would cause a certificate from one, to be a strong recommendation to another. Thus would I have it, but practically I have found it quite different. Some of the most unsatisfactory candidates I have ever had, brought certificates with them. One young man came to me from another county, and from a town in which is located one of our most popular "Institutes," which he had attended. He brought a regular certificate, and appended to it a very strong recommendation from the Superintendent personally. I examined him. He was deficient almost in everything. In a composition of twelve lines he misspelled *ten* words.

Another case I propose to report more in full, for the mutual benefit of all Superintendents who may read it.

A young man came from another town for a certificate. I had reason to believe him to be of good habits, and christian character, and so felt gratified at the thought of his spending the winter with us, and anxious to encourage and aid him. He showed me two certificates, received in his town on two successive years, and under one he had taught a winter school.

He thought these might suffice and I might not examine him. But I had made it a rule to examine every one to whom I gave a certificate, and he assented, with some indications of disappointment. From a package of written questions which I had prepared and often used for the

purposes of examination, he drew one of which I here give a copy with his answers.

I.

(a.) What are the political divisions or countries of Europe and their capitals? (b.) Which are the Middle States? (c.) Their boundaries? (d.) Capitals?

II.

(a.) Write on the black-board, one million twenty thousand and two, in figures. (b.) What is the interest and the amount of $1347,00 on interest for 3 years 8 months and 1 day?

III.

(a.) What is a conjunction? (b.) What is mode? (c.) How many modes have verbs? (d.) What are they? (e.) Analyze a parse; "Whose name was John."

IV.

(a.) Where, when, and by whom was New England first settled? (b.) Who is now at the head of the French Government? (c.) What is his title?

V.

Write and read to me a composition containing these words; Abraham, John, Stephen, Summer, Land, Good, Happiness, Bad, Whip, Indifferent, Temptation. He was given all the time he asked for to examine the questions before answering.

I; (a.) he could not answer at all. After all my explanations of what the question required he could not name *one* country of Europe, nor one capital city. (b.) His answer was Tennesee, Kentucky, Michigan, Iowa. He tried again and again with no better result. (c.) when told what the States were, he attempted, but was wholly wrong in some cases, and only partly right in any. (d.) was answered correctly for Pennsylvania and Deleware, wrongly for New York, and not at all for New Jersey.

II was answered satisfactorily.

III. (a.) was answered fairly. To [b.] the reply was, "mode means manner." And after repeated questions noth-

ing more definite or scholarly could be elicited. To [c.] the answer was *three.* To [d.] four of the modes were named. [e.] *Whose* was parsed first as a common noun. At the next trial it was called a personal pronoun, and at the third a relative pronoun. *Name* was parsed correctly; *Was* was called an active verb, and *John* in the objective case and governed by it. When this rendering was questioned quite an effort was made to defend it. When asked to decline the personal pronoun *I* there was a partial failure. An effort to conjugate and decline the verb *To be* was wholly a failure.

IV. [a.] He thought it was about 1790, but when or where did'nt know. [b.] "Queen Victoria." When the Superintendent looked a little incredulous, He asked, "France is under England now ain't it?" After some explanations were made, [e.] was answered *Emperor.*

V. was studied with explanations by me for some time when he looked up with a puzzled and discouraged countenance. and said: "I can't write this. I don't know anything about Abraham." I told him to put that in writing and he would have made a beginning. He caught the idea, brightened up, siezed the pen and went to work. In a few minutes he presented the result before me—in short detached sentences—with one of the set words in each sentence. There were about fifty words and six of them were misspelled—e. g., indiffer*ant*, *deth*, &c.

He wisely decided for himself that he was not fit to keep school, said he knew it before, *and told his folks so*, but they urged him to it. He said he did'nt want a certificate, and would now ride up and tell the committee so. I suggested that he sit at my table and write him a letter, saying he had concluded not to take the School. "No Sir," said he, "he sha'nt see any of *my letters.*" He left me cheerful in the consciousness of doing right, and with my high esteem for his integrity and promise, but what shall we say of the Parents, and the Superintendent who gave him

two certificates? Is this a fair sample of the standard in some towns? SUPERINTENDENT.

PRACTICAL QUERIES AND SUGGESTIONS.

Mr. EDITOR:—The late Governor Slade, in some earnest remarks made at the meeting of the Teachers' Association at Bellows Falls, maintained that "the thirty five hundred teachers of the common schools in this State would certainly support a School Journal." This number according to the last Report of Secretary Adams has now been increased to forty nine hundred, of whom at least three fourths are females.

Do these teachers support the Vermont School Journal? More especially, do those who need its benefit most, read it at all? If not, is there any means within the knowledge or scope of human beings by which they can be induced to read it? Can the Journal be made to possess a better adaptation to the wants of these teachers than it now does? Such are some of the queries that have arisen in my own mind—but I have not yet succeeded in obtaining satisfactory answers. While much is said—and very properly in favor of introducing music, natural history, geology and "objects" into our common schools, the fact remains that a great many teachers are unable to spell the most common words in the language—words which they must have seen and used thousands of times. In the course of a not very limited number of examinations of candidates, I have found that at least half would miss such words as academy, arithmetic, city, cities, dozen, ecstasy, fanciful, grammar, handkerchief, irksome, jolly, kitchen, lizzard—and so on with almost any set of common words taken alphabetically which I might wish them to write down. Nothing is more common than

for young ladies and gentlemen of very fair ability, who have attended the Academy or Collegiate Institute, studied Natural Philosophy, Algebra, and Latin, to fail in spelling the plural of city, beauty, valley, money—the present participle of make, sin, die, dye—the past participle of carry, scar, hop, remit—or give any one of the rules with which our grammars are furnished for spelling large classes of words. Many of them have very confused notions of the elementary sounds of the language, as it respects either their number or classification; have paid little attention to the notation of sounds; and when they undertake to pronounce words in the spelling-book, or read half a page of common reading, they are pretty apt to make some very awkward mistakes. It may *not* be safe "from one, to learn all"—but so far as my own observation extends, I have in the above statement kept within bounds, and I have good reasons for supposing that our own locality is not very far below the general average. Now three fourths of these forty nine hundred teachers will be occupied in teaching scholars to read, spell, and pronounce. They do not realize how unfit they are for this important duty. They feel no compunction in perpetrating orthographical and orthoepical blunders. In a community in which the leading business, and even professional men skip and trip over the hard words—when the village doctor takes his morning paper and reads to earnest listeners about the *corps d' armee*, pronouncing it "corpses de army," it would be hard for a superintendent to reject a teacher because he or she could not pronounce correctly. Besides, he might have so good an opinion of the candidate's general ability, good sense, force of character, and scholastic attainments, in other branches, that he would consider it best on the whole to grant the certificate. Teachers of this description do not read the Journal—and I by no means intend any disparagement when I say it would not do them much good if they did. They would not find there what they need—

perhaps they ought not to find it. It would require a considerable amount of moral courage for editors and contributors to alight from their stilts, and so simplify and *rudimentize* the Vermont School Journal as to adapt it to the real wants of these persons.

If other Teachers and Superintendents find themselves in like circumstances, could we not make the Journal a medium of a little concerted action, and bring an influence to bear upon the evil in question which shall make itself felt? I would respectfully suggest that, for some months in succession, a portion of the Journal be occupied with articles exceedingly elementary in character—relating principally to Articulation, Elementary Sounds, Pronunciation, Spelling, Reading and perhaps Writing. Let each subscriber to the Journal take pains to lend his copy to those teachers in his town who he supposes need it most.

If any person knows of a better method, let him propose it; if not, let him adopt this one. M. B.

THE WIFE AND CHILDREN.—"I say, cap'n," said a keen eyed man, as he landed from the steamer Potomac at Natchez. "I say, cap'n, this 'ere ain't all—I've left suthin or nuther on board, that's a fac. We'll see now; I grant it's all 'cordin to list—four boxes, three chists, two brandy boxes, a portmony, two hams, one part used, three ropes of inyuns and one tea kettle. But you see, cap'n, I'm kinder dubersome; I feel as if suthin's short. Though I've counted um nine times, and never took my eyes off on 'em sense I came on board, I feel there's suthin wrong somewhere." "Well, stranger, time's up, all I know on, so jest fetch your ole woman an' five children out of the cabin, for we must be off." "Them's um! by hokey. Them's um! I know'd I'd forgot suthin or nuther."

THE COUNTRY SCHOOL.

"Put to the door—the school's begun—
Stand in your places every one,—
Attend,——"

* * * * * *

"Read in the Bible,—tell the place—"
"Job twentieth and the seventeenth verse—
"Caleb, begin." "And—he—shall—suck—"
Sir,—Moses got a pin and stuck—
"Silence,—stop Caleb—Moses! here!"
"What's this complaint?" "I didn't sir,"—
"Hold up your hand,—What is't a pin?"
"O dear, I won't do so agin."
"Read on." The increase of his b-b-borse—"
"Hold: h, o, u, s, e, spells house."
"Sir, what's this word? for I can't tell it."
"Can't you indeed! Why spell it." "Spell it."
"Begin yourself, I say." "Who, I?"
"Yes, try. Sure you can spell it." "Try."
"Go, take your seats and primers, go,
You sha'n't abuse the Bible so."
"Will pray Sir Master mend my pen?"
"Say, Master, that's enough. Here Ben,
Is this your copy?" "Can't you tell?"
"Set all your letters parallel."
"I've done my sum—'tis just a groat—"
"Let's see it." "Master, m' I g' out?"
"Yes—bring some wood in—what's that noise?"
"It isn't I, Sir, it's them boys."

"Come Billy, read—What's that?" "That's A—"
"Sir, Jim has snatch'd my rule away—"
"Return it, James, Here rule with this—
Billy read on,"—"That's crooked S."
"Read in the Spelling-book—Begin."
"The boys are out"—"Then call them in—"
"My nose bleeds, mayn't I get some ice,

And hold it in my breeches?"—"Yes."
"John, keep your seat." "My sum is more—"
"Then do't again—divide by four,
By twelve, and twenty—Mind the rule,
Now speak, Manassah, and spell tool."
"I can't"—"Well try"—"T, W, L."
"Not wash'd your hands yet, booby, ha?
You had your orders yesterday.
Give me the ferule, hold your hand."
"Oh! Oh!" "There,—mind my next command."
"The grammar read. Tell where the place is."
"C sounds like K in cat and cases."
"My book is torn." "The next." "Here not—"
"E final makes it long—say note."
"What are the stops and marks, Susannah?"
"Small points, Sir."—"And how many, Hannah?"
"Four, Sir." "How many, George? you look:"
"Here's more than fifty in my book."
"How's this? Just come, Sam? "Why I've been—"
"Who knocks?" "I don't know, Sir." "Come in."
"Your most obedient Sir?" "And yours."
"Sit down, Sir." "Sam, put to the doors."
"What do you bring to tell that's new?"
"Nothing, that's either strange or true.
What a prodigious school! I'm sure
You've got a hundred here, or more.
"A word, Sir, if you please." "I will—
You girls, till I come in be still."
"Come we can dance to-night—so you
Dismiss your brain distracting crew,
And come—For all the girls are there.
We'll have a fiddle and a player."
"Well, mind and have the sleigh-bells sent,
I'll soon dismiss my regiment."

"Silence! The second class must read
As quick as possible—proceed.
Not found your book yet? Stand—be fix'd,
The next read, stop—the next—the next.
You need not read again, 'tis well."

"Come Tom and Dick, choose sides to spell.
"Will this word do?" "Yes, Tom spell dunce.
Sit still there all you little ones."
I've got a word," "Well, name it." "Gizzard."
"You spell it Sampson." "G, I, Z."
"Spell conscience, Jack." "K, O, N,-
S, H, U, N, T, S." "Well done!"
"Put out the next"—"mine is folks."
"Tim, spell it"—"P, H, O, U, X."
"O shocking! Have you all try'd?" "No."
"Say Master, but no matter, go —
Lay by your books—and you, Josiah,
Help Jed to make the morning fire."—*Barnard's Journal.*

THE SPIRIT OF SECESSION.*

"Let my child alone!" exclaims the deluded parent; "if you don't, I will take him out of school."

"Just let us alone!" cried our deluded countrymen of the South, while robbing our mints, plundering our custom-houses, capturing our vessels, interrupting our commerce upon the Mississippi river, stealing our public property, retaining our arms, and raising the arm of rebellion against a government that has done them no wrong. "If you don't let us alone, we will secede from the Union, and abandon the government of our fathers."

The latter spirit is known under the names treason, secession, or rebellion. The former is kindred in its nature, and frequently met under the familiar expression of "taking children out of school, because they don't like their teacher."

When parents remove their children from school, without sufficient cause, they encourage in them a spirit of rebellion, which, when general among the youth of a country, must result in the total subversion of authority, and again inaugurate such an internecine, servile, insurrectionary war, as now threatens to lay the proud fabric of free government in the dust, and deluge our fair land in fraternal blood."

---

* Address before the Lee County Institute, Illinois, by Wm. Barge, Esq.

"WE CANNOT SUPPORT EVERYTHING,"

replied one of whom a subscription for the *School Journal* was recently solicited.

In full sympathy with the spirit of the speaker, we propose to discuss the question,

"WHAT OUGHT WE TO SUPPORT?"

The question becomes one of moment to us all as we see the present public crisis pressing upon our personal finances more and more determinedly. But in dispensing with the privileges we have allowed ourselves, we must not also cut off the *duties* we owe ourselves or the community in which we live.

There are certain obligations to the State we are forced to recognize. The interests of the Christian religion, at home and abroad must not be neglected. Our public charities must share the store, limited though it be. And the pressing claims of humanity upon the battle-field, in the hospital and the camp will make their undeniable appeal to every heart and purse in the land.

But there are interests at home, in every community, on which the very safety of our nation depends—the interests of Education. There was never a time in our history when greater responsibility rested upon us in view of these interests. "Could we," to quote from a contemporary, "look forward for years, and see the ratio of increase flowing from our educational efforts,—the happy homes, the true citizen at the ballot-box, the patriotic soldier and the true christian, *all*, impart at least, their fruits," would we not see the answer to our question written in characters that "he who runs may read?"

When Lord Brougham in the English Parliament drew his famed comparison between the Duke of Wellington

and the school-master, he solved for us the question of to-day.

"Field Marshall, the Duke of Wellington, may take the army, he may take the navy, he may take the great seal, he may take the mitre. Let him come on with his whole force, sword in hand, against the constitution, and the English people will not only beat him back, but laugh at his assaults. In other times the country may have heard with dismay that "the soldier was abroad." It will not be so now. There is another personage abroad, less imposing, in the eyes of some, perhaps insignifiicant. *The Schoolmaster is abroad*; and I trust to him armed with his primer, against the soldier in full military array."

It is with our schools we must leave one grand class of the future interest of our country. The tendencies of a fine education are to establish the true principles of Union and government, to overcome the spirit of rebellion, and teach men their duties and privileges at the ballot-box. Where can we lay a heavier weight of responsibility?

If this is the position of the school interests of the country, they must be wisely guarded and cared for by the people. The School Journal is the want of the teacher. But the people must watch every influence that nourishes this mighty power—and they have the right to criticize these influences and to demand the utmost from them.

This they cannot do without reading the Journal which exercises this influence. Every parent who sends his child into school ought to feel it his especial privilege to read what the teachers read, to know what other schools are doing, to compare what he reads with what he sees, and to use his personal influence in the formation of his teacher, his school, and his children. These peculiar privileges he will gain by reading the School Journal of his State and therefore it becomes his duty to sustain that Journal with a generous support, even when, as in our own case, it costs the weighty sum of a half-dollar a year!

DOT.

SCHOOL HOUSES.

NO. VII. THEIR FURNISHING.

One point more in the furnishing of our school-houses demands a passing word.

The requisites heretofore considered have prominent reference to the discipline of the senses and of the understanding. But we should ever remember that the senses and intellect, while very important in their appropriate sphere, are only a part of man. There are capacities and powers in the soul, which clearly show that it was meant for something more than abstract thought—powers and capacities, by virtue of which it is fitted, as it was originally intended, both to assume a responsible position, and to sustain relations in the home circle and in society at large. We come, then, briefly to notice that our school-houses need in their furnishing something which has a *moral* bearing.

We are not, therefore, surprised to find that the statutes recognize a branch of learning, in which instruction should be given in our common schools—a branch from which may be derived not only mental vigor and power, but also a high and elevating influence—suited to quicken and stir, to ennoble and cultivate the heart of every child. This is the *History of the United States*, including of course that of our own State. We are here furnished with a subject for study, which, as judiciously employed in our public instruction, may be wielded as a great power for good in the formation of the character of the rising generation. While it is too true that this department of knowledge has been greatly neglected of late years in many of our public schools, it is yet a fact that its importance cannot be readily overrated. Indeed, the present aspect of our country at once suggests the high value

which belongs to this branch of study, and at the same time wakens the thought that possibly much evil might have been avoided, had every child in the land been made thoroughly familiar with our national history in its true import, and become early imbued with the spirit which originally belonged to the government and the institutions which have been handed down to us from the past.

Now, as a help to a proper acquaintance with the history of our country, and to the awakening of a right sympathy with the institutions which we have received as an heirloom from our fathers, this branch of knowledge should receive attention from every pupil in our public schools. It is, moreover, needful that teachers themselves become wide awake to the importance of this study; and, in order to their being properly qualified to give instruction, that they become thoroughly conversant with it, not only in its general spirit and scope, but also in its details. As auxiliary to this high end, our school-rooms, and all the apartments occupied by our children, especially during the hours of study, may be fitly and most advantageously furnished, not only with chronological charts and tables heretofore referred to, but also with *historical embellishments*, as well as other aids of a kindred nature.

The *advantages* derivable from such representations of past events, and the influences exerted by the simple pictures of the great and good who figured largely in the early struggles of our nation both for existence and liberty, are of no trifling value. They are suited, not only to engrave in the memory, but also to embalm in the affections of the heart, much which would else be transitory and evanescent in its effects on the young. These means are suited, at the same time, to waken and unfold the æsthetic powers of the soul, giving a higher relish than would else be possible for works of taste, indeed for whatever is true and beautiful, grand and sublime, which is exhibited in the domain of nature or of human art. But above all

this, they are calculated to kindle and cherish in the pupil a genuine patriotism—an abiding affection for the land of his birth—an undying hate of whatever is mean, false or wrong, with an imperishable love of all that is noble, manly and right.

And yet, if we may judge from the appearance of most of our school-rooms, we *fail* to esteem helps of this kind, according to their real worth. It is undoubtedly a fact that we seldom evince a proper appreciation of the beneficial effects, which may be produced in the youug, by the beholding of the likenesses of such men as Washington and La Fayette. The child, who often looks at the portraits of persons of this character, or of any other type truly distinguished for purity, uprightness and christian ardor, will be likely, if at the same time suitably instructed, to receive an influence which will lift him above what is ignoble and base, and bring him into communion with that which is elevating and holy. The necessity for some such agencies of a moral kind, to say nothing now of christianity, we are plainly taught by the perils of the last twelve months. These, pressing upon us as they do, may finally convince us that we need to use every legitimate means in our power to render the school-room a safeguard to the nation. Indeed, our troubles will not have been in vain, if they lead us to labor, as we ought, that all the children of the land may be so reared up as to become honest, faithful and upright men and women—law-abiding and order-loving citizens.

If this view be correct, we shall doubtless at last come to act in view of its importance. It is now *suggested* as deserving of consideration, and suited to remind us that on some points we have been too negligent in the past, and need to be more awake in the present. Indeed, it is to be hoped that a brighter day is at hand: perhaps the time is already near, when the walls of our school-rooms will be no longer left bare, but somewhat adorned by a few prints, and now and then by an engraving, illustrative of

our national history. We shall undoubtedly resort to such means, so fast as we learn properly to value the educating and ennobling influences, which are occasionally, and might be always, exerted upon the rising generation by appliances of this character. Only let such objects be kept coonstantly before the eyes and the minds of our youth in connection with appropriate training, and we may expect to see nurtured in them sentiments and aspirations calculated to make them upright at heart, ready to enter with faithfulness upon the discharge of the manifold duties of life, and thus prepared to shed lustre on the various departments of activity in which they may engage, and to encircle our beloved State with a halo of unfading glory. J. B. P.

ERRATA. In No VI. — p. 269, line 15, *which* should be *with*; line 18, *formed* should be *found*; p. 270, line 10, erase *be*.

TO FIND THE "TRUE REMAINDER."

While on my rounds last week, one of the best teachers started the inquiry, "How shall I explain the common rule for finding the true remainder when division is performed by the component parts of the divisor?" This process is not explained very fully in our ordinary text-books, perhaps because it is deemed too evident to need explanation.

Take this case: Required to divide 17966 by 288.

$288 = 3 \times 8 \times 12.$

3)17966

8) 5988+2=1st Quotient and Remainder.

12) 748+4=2d Qnotient and Remainder.

62+4=3d Quotient and Remainder.

$4 \times 8 \times 3 = 96$

$4 \times 3 = 12$

2

110=True Remainder.

$$17966 \div 288 = 62 + \frac{110}{288}$$

This may be explained as an example in Reduction Ascending, and cannot be understood by a class till they have been through Compound Numbers. If it is required to reduce 17966 scruples to drams, the operation will be the same as the above. In short, to find the true remainder is to change all the remainders to the denomination of the first dividend. If the given number is scruples, the first quotient will be drams, and the first remainder will be scruples. The second quotient will be ounces and the second remainder drams. But 4 drams $\times 3 = 12$ scruples. The third quotient will be pounds and the third remainder will be ounces. But 4 ounces $\times 8 \times 3 = 96$ scruples. $96 + 12 + 2 = 110$ scruples $= 17966 - 62 \times 288 =$ true remainder. This method of explanation helps the pupil to understand what seems to him a paradox when you state it *abstractly*. That each unit in the first quotient is three times larger than a unit in the given number. T.

Will the readers of the Journal solve the following problem:

If a man has 800 pounds of sugar, for which he paid 6 1-4 cents per pound, how much of that which cost him 4 1-2 cents per pound, must be mixed with it that he may sell the mixture at 6 1-4 cents per pound, and gain 10 per cent.?

A NEW MULTIPLICATION TABLE.

1st. To square any number to which a half, 1-2 is added.

Rule. Multiply the whole number by the next whole number, and to the product add a quarter, 1-4.

Thus $4\ 1\text{-}2 \times 4\ 1\text{-}2 = \overline{4 \times 5} + 1\text{-}4 = 20\ 1\text{-}4$.

$7\ 1\text{-}2 \times 7\ 1\text{-}2 = \overline{7 \times 8} + 1\text{-}4 = 56\ 1\text{-}4$.

$2\ 1\text{-}2 \times 2\ 1\text{-}2 = \overline{2 \times 3} + 1\text{-}4 = 6\ 1\text{-}4$.

In the same manner with all other numbers connected with a half.

2. To find the product of any two even numbers containing a half.

Rule. Multiply the two whole numbers together, and to their product add half their sum and a quarter, 1-4.

Thus. $2\ 1\text{-}2 \times 4\ 1\text{-}2 = \overline{2 \times 4} + \frac{2+4}{2} + 1\text{-}4 = 11\ 1\text{-}4.$

$$5\ 1\text{-}2 \times 9\ 1\text{-}2 = \overline{5 \times 9} + \frac{5+9}{2} + 1\text{-}4 = 52\ 1\text{-}4$$

3. To find the product of two numbers, each containing a half, 1-2, but whose sum is an odd number.

Rule. Multiply the two whole numbers together, and to their sum add the *nearest* half of their sum, and three-fourths, 3-4.

Thus, $3\ 1\text{-}2 \times 4\ 1\text{-}2 = \overline{3 \times 4} + 3 + 3\text{-}4 = 15\ 3\text{-}4.$

$$5\ 1\text{-}2 \times 8\ 1\text{-}2 = \overline{5 \times 8} + 6 + 3\text{-}4 = 46\ 3\text{-}4.$$

$$2\ 1\text{-}2 \times 9\ 1\text{-}2 = \overline{2 \times 9} + 5 + 3\text{-}4 = 23\ 3\text{-}4.$$

V. F.

EDITORIAL DEPARTMENT.

THE NEW YEAR AND HOME EDUCATIONAL MATTERS.

It is fitting that we pause upon the threshold of this new year for a moment's reflection. The old year has gone. The last sound of the dirge has died upon the air and the merry song of welcome invites us to the untried realities of the future. From this stand point, we look back upon 1862, whose months, weeks and hours have all passed away—oh! how swiftly. What a year! Have past ages furnished a parallel! Have so many thrilling events, so much experience, so much life and energy ever before been crowded into a twelve month? A year of blessings and of untold calamities, for our own beloved Country. How glorious has been the sunshine, how seasonable and refreshing the "former and the latter rain," and how bountiful the harvest. Yet, war has dragged its fiery car over our fair fields, wasting the fruits of our toil, soaking the thirsty earth with the blood of our sons and brothers and

filling the nation with grief and lamentation. The traitor's dagger is still aimed at the Nation's heart. Heaven crush this hellish rebellion and save our beloved Country! Science, Religion and Freedom stretch out their bleeding hands to the God of our Salvation. The past is gone; the present is upon us laden with fearful responsibility; the future—how little we know of what it will reveal. We may find during the coming year, in our path, many pleasant ways, many spots carpeted with the green grass of summer, where sweet flowers will grow. Yet, we shall doubtless find manifold slippery places, rough passages, sharp corners and bleak, tiresome crossings.

But we must not faint nor be discouraged. The times demand *boldness* and *energy*; the dark cloud should reflect only the rainbow of promise and hope—and the darker the cloud, the brighter the bow.

We toil for the emancipation of our race from the bondage of ignorance—for universal education. And we are unworthy of our birthright, if we falter or complain. Especially we have entrusted to us the educational interests of our mountain home—this noble State of Vermont.

Fellow laborers, we call upon you to commence with new earnestness, the work of the opening year. We must sustain and improve our schools; and to this end, we must restore to its integrity our *school law* which suicidal hands have dared to mutilate. We must maintain our *Institutes;* we must sustain our *School Journal,* at all hazards.

With this expression of our feelings and views, we tender to all our fellow laborers, in every department of our field, the pledge of fidelity and the heartfelt compliment of the season—A HAPPY NEW YEAR.

OUR LAST LEGISLATURE AND THE SCHOOL LAW.

We hoped to escape this year, the necessity of commenting upon any disgraceful act of our Legislature. We believed that the time had gone by when the few igno-

rant and time-serving politicians who have always aimed to destroy or paralize our school law, could have enough of influence to do us injury. But we were mistaken. They have succeeded in striking a telling blow at a vital part. They have cut off "the little miserable appropriation of thirty dollars" which was allowed for conducting each Institute held in the State. Vermont had before paid no more for *fourteen* Institutes than it costs to hold a single one in Massachusetts! Yet, the old Bay State not only supports her Institutes but five Normal Schools, for the education of her Teachers. She also appropriates a liberal sum for the support of her Educational Journal. Vermont has no Normal Schools; not a dollar has ever been paid to support our School Journal, and now, just as the school law had begun to operate favorably, through the influence of these Institutes, this niggardly appropriation which had been made, only enough to render it possible for our energetic Secretary to sustain them—must be withdrawn!! We blush for shame when we mention the fact. Vermont soldiers occupy the *vanguard* of our noble army; Vermont men and women hold an honorable position among the emigrants to other States; Vermont Teachers (who have been educated, if at all professionally, away from home), have gained an enviable reputation. It is left to Vermont *Legislators* to expose themselves, by the exhibition of a narrow minded stupidity, to the derision of enlightened christendom.

Gen. Butler when a practitioner in Mass., in collecting the wages of an operative in one of the factories, attached the *Waterwheel*, and thus stopped the whole factory. Our Legislators have, by cutting off this appropriation attached the *waterwheel* of our educational machinery, and still more serious results are likely to follow. These Institutes served the double purpose of instructing teachers and enlightening public opinion. Mr. Adams' stirring eloquence and convincing logic, were brought to bear upon large audiences, at these public meetings, all over

the State. The effect was salutary. A new and abiding interest in our schools was everywhere awakened and through this influence chiefly, great progress has been made during the last six years. Now let these Institutes be suppressed, as they must be, unless this appropriation is restored, and our school law becomes a dead letter. Are we prepared for this result? We are sure public opinion did not call for this act; that it will not sustain it. Any person of common intelligence, must see that there is no economy in the measure, *but a ruinous waste.* And who are responsible? Not the few disciples of Col. Thomas who remain in the legislature; for they alone had no power to do the mischief. The "cowards," the *professed* friends of education, who did not meet and put down the measure, are responsible. "God forgive the cowards," exclaims one. We would add to the prayer let them be visited with merited punishment. The authors of the "Dog Law" have estimated that animal worth $100 of taxable property, to save their sheep and raise a revenue. Could they not afford so small an appropriation for their *Children?* There remains two things to be done—1st, to raise by contribution, the necessary sum to sustain the Institutes. 2d, to restore the appropriation at the meeting of our next Legislature.

BOARD OF EDUCATION.—The Governor has appointed the following named persons to constitute the board of education, together with the Governor, and Lieut. Governor, by and with the consent of the Senate: Timothy P. Redfield of Montpelier, Hiland Hall of Bennington, and Pliny H. White of Coventry. J. S. Adams of Burlington will of course, be retained as Secretary of the Board.

A NEW SECTION OF SCHOOL LAW.

SEC. 1. The Board of Education is hereby directed to select at its session, next after the passage of this act, some book or books to be used in the district schools of this State as text books of the Geography and History of Vermont, which selection shall be published, as soon as

may be, in all the newspapers in the State, and also inserten in each school register. And such selection, when thus made and published, shall be authoritive and binding upon the Board of Education, superintendents and teachers, until January first, A. D., eighteen hundred and sixty seven.

SEC. 2. This act shall take effect from its passage.

Approved November 29, 1862.

THE VT. SCHOOL JOURNAL EOR 1863.

We are under bonds for a new Volume of our Journal. With printing paper (at the time of writing,) at 25 cents per pound and all other expenses proportionally increased we take the responsibility of furnishing a new volume of 300 pages of reading matter; of as good material and workmanship as Vol. IV, and we trust, still better adapted to the wants of our teachers and our cause. And we have determined not to advance the subscription price of the Journal, as almost all publishers feel obliged to do.

For a single subscription 75 cts, in advance; at the end of the year, $1.00. To clubs, 50 cents in advance. Any person who will enclose to us $1.00 will be entitled to *two* copies, sent to any address.

All will see that we not only do not propose to *speculate* on the Journal, but that we incur the liabilty of pecuniary loss. If the whole edition is taken and *paid for*, with the advertising we hope to save ourself. The result depends now entirely upon the *earnest* and *continued* efforts of our friends.

We thank them for what they have already done. We thank our contributors, that they not only share our labors, but our expenses and some of them adding *contributions* to subsciptions. We thank superintendents and teachers who have manifested much interest in the circulation of the Journal. Especially, we are under obligation to *Miss M. A. B.*, of West Randolph, who represents herself as a "well wisher for the success of the Journal, and

having just returned from 'picket duty,' announces a few members of the 'Home Guard' as subscribers for 1863." With such pickets on duty, our army cannot be surprised. And we must not fail gratefully to acknowledge the services of *Miss M. K.* of Fletcher, who "waited till father went into the woods to work; then went to the barn and harnessed, [brother being gone to the war], and went out canvassing for the Journal." Her want of success does not detract from our admiration of her heroism. *She* is entitled to a copy of the Journal, anyhow.

"FORTY-NINE HUNDRED" Teachers in Vermont and "three fourths of them females." And must it be said that the School Journal designed chiefly for their benefit, and furnished for the mere pittance of *half a dollar*, is struggling for existence, because they will not sustain it? And must the fact that but a few hundred of them take the Journal at all, be regarded as a commentary upon their fitness for their high position?

One of the speakers at a late school convention, made the following remark.—"No teacher who refuses to take a School Journal is worthy of a place in school." A correspondent adds that "no teacher who has not interest enough in the cause, to pay the first 50 cents he earns for the School Journal, ought not to be licensed to teach."

There is more truth than poetry in these opinions. But how shall these teachers be reached? We answer, through the town superintendents and other friends of the cause. But how shall the superintendents be reached? That is a more difficult question. We have more than once sent specimen Nos. of the Journal to every superintendent in the State. But no response except from a few. We have some good men in this office. If all were like the few, the work would be speedily accomplished. Superintendent F. has furnished us the leading article in this No. of the Journal. Superintendent P. has taken the money which the law allows him for examining teachers and paid for copies of the Journal for their benefit. But

ten copies $22. We will furnish a copy of the Atlantic and Vt. School Journal for $3.

Godey's Lady's Book for Jan. 1863, appears as fresh and hopeful as though the war had never been. This is "a holiday number with gorgeous embellishments." The new year opens well. Terms, Cash in advance. One copy one year, $3. Two copies one year, $5. Three copies one year, $6. Four copies one year, $7. Five copies, one year, and an extra copy to the person sending the club, $10 Eight copies one year, and an extra copy to the person sending the club, $15. Eleven copies one year, and extra copy to the person sending the club, $20.

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The Rutland Daily Herald is one of the new Institutions built up by the war, and it is worthy of its enterprising editor and publishers. Why now look to the City for a Daily Paper? The Rutland Herald reaches us earlier than any of them. If it has less of trash it contains all the war news and much that it is local and of special interest to Vermonters. Its editorials are always spicy, brief and to the point. The *Weekly Herald* is also one of the best of its kind. Take the Rutland Herald.

Harper's Monthly and Weekly for Jan. have not yet reached us. We look for rich numbers.

Barre Academy.—Catalogue for 1862, gives an aggregate attendance of 299 ; Males 101, Females 94 ; Classical Department 70. The school is in a prosperous condition. Spring Term begins Feb. 19.

Green Mountain Institute.—The Catalogue gives an aggregate by terms of 218 ; Gentlemen 84, Ladies 72. Friend Shipman, the able and enterprising Principal, not only has, but *deserves* success. Spring Term begins Feb. 26.

North Bennington Academy under the management of *L. A. Knight*, Esq., has, we are informed, about 80 pupils, winter term. The fact speaks well for the school.

Caledonia Co. Academy, *St. Johnsbury Academy* and *Randolph Academy* are under excellent management and deserve a liberal patronage. We find some of our best Graded Schools at Burlington, Montpelier, Woodstock, Windsor and Rutland. We should be glad of an opportunity to look into them all, as we have into some.

THE ATLANTIC MONTHLY.

BEGINNING OF A NEW VOLUME.

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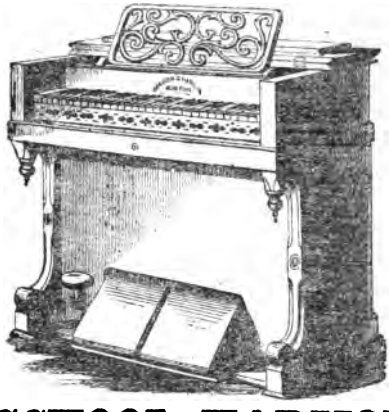

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Vol. V. FEBRUARY. 1863. No. II.

THIRTEENTH ANNUAL MEETING OF THE STATE TEACHERS' ASSOCIATION.

By far the most successful of all the meetings of the State Teachers' Association, was held at Rutland on the 7th, 8th and 9th of January. The Association assembled on Wednesday evening, and in the absence of the President and Vice President, was called to order by the Secretary, E. Conant of Randolph. Rev. Pliny H. White of Coventry, was chosen President, pro tem. After prayer by Rev. Leland Howard, of Rutland, an address of welcome was delivered by Rev. Norman Seaver, of Rutland. After a few words of cordial greeting, Mr. Seaver remarked at some length on "the Relation of Teachers to our Country." True democracy sprung up in the schoolhouse—there the rich and poor sat side by side. In the North the masses are intelligent,—working and thinking go hand in hand. Not so in the South, slavery is inconsistent with education,—brains and labor are dissociated. Out of this distinction between the North and South has grown the present conflict. He regarded it the duty of teachers to encourage a hearty support of the government through an intelligent appreciation of the crisis. They should labor also as far as opportunity presented to establish the common school in every part of the land.

After a brief response to these remarks by Messrs. Winslow of Pittsford, and Yates of Bennington, the meeting resolved itself into a committee of the whole for social purposes.

THURSDAY.—On Thursday morning after prayer by Rev. A. Hyde of Pawlet, the President announced the following committees:

On Business.—B. F. Winslow of Pittsford, J. D. Wickham, D. D., of Manchester, J. S. Spaulding, A. M., of Barre.

To Nominate Officers.—D. M. Camp 2d, of Derby, G. W. Yates, of Bennington, B. F. Bingham, of West Rutland.

On Place of Next Meeting.—Rev. F. W. Olmstead, of Bridport, I. N. Camp, of Burlington, A. T. Howard, of Brattleboro.

To procure new Members.—Albert E. Lazelle, of Pittsfield, J. E. White of Wallingford, Miss Harriet G. Thomas of Cuttingsville.

Mr. Charles Parmenter, of Mt. Holly, was then appointed assistent Secretary, and the Constitution of the Association was read.

At 10 1-2 o'clock, Rev. Roger S. Howard, of Rutland, delivered a lecture on "The Two Ways."

ABSTRACT OF MR. HOWARD'S ADDRESS.

There are two ways, he said, of viewing school-keeping, and two ways, at least, of going through with its duties. It has *its sunny and its shady side—things pleasant and things unpleasant.* And as we look *mainly* upon the *one side* or upon *the other*, we shall be inclined *to like* or *dislike* it, and shall engage in it with interest or enthusiasm, or with indifference and aversion.

If we look upon it as a mere stepping-stone to something else, without any particular love for the work, it will soon become to us an irksome task, a wearisome routine. But if, on the other hand, we look upon it as a *perpetual experiment in waking up mind—educating*, (literally *drawing out*) the hidden powers of thought, the experiment will become to us intensely interesting and exciting. In this case *teaching* will be *another* and a very *different* thing.

The Speaker then pointed out several advantages which would result from going to the school-room *early;* such as seeing that the room was well warmed and ventilated, and every thing in its place, and affording the opportunity of talking familiarly with the scholars in an unofficial manner, and taking an interest in their plans, and studies, and even pastimes,—thus finding the way to their hearts.

He spoke of the good effects of a deliberate and quiet manner,—the opposite of all hurry and impatience. A teacher's manner is contagious, and even the *tones* of his voice have a great effect upon the school.

He strongly recommended some short religious exercises, such as reading of the Scriptures, singing, or prayer at the opening of the school.

Again, he spoke of two ways of governing a school, which he called the *direct* and the *indirect* way—*the one* perhaps better for one class of teachers and schools, and the *other* for other teachers and other schools.

He believed that there was no *one* mode of governing which is absolutely *the best* for all teachers and all schools. Every good teacher's *own mode,*—that which he best knows, and comprehends, and feels at home in, is the *best* for him. David could not use the armor which Saul gave him, but preferred his own,—the sling,—to which he was accustomed.

The *direct* method is by specific rules and penalties.

The *indirect* is rather by *pre-occupying* the minds of the pupils as much as possible, with the love of study, making the government a less prominent thing.

He spoke of frequently reforming idle and vicious boys by getting them to do the teacher some favor, rendering him some assistance in the arrangements of the school-room, or in the exercises of the school.

He urged the importance of teachers taking special pains to become interested in the *duller* and more *disagreeable* portion of the school.

He said if we think mainly of the disagreeable qualities of these scholars, we shall soon become disgusted.

But if we reflect that every such child has a father and a mother, living or dead, to whom that child is, or has been, an object of tenderest interest,—and how we would have another teacher act were that child our own, we shall begin to pity,—our sympathies will be awakened, and our hearts touched, and we shall go to our work with new zeal and earnestness. Never forget that every child has a human heart which may be reached,—has human affections which may be awakened into life. If any teacher think otherwise, it is only because he has not had the skill, or has not taken the pains, to find the way to it.

He spoke also of two general methods of teaching,—called "the *pouring in* process," and "the *drawing out* process,"—in other words, *instruction* and *education*,—both good in their place,—giving the preference and greater prominence to the latter method.

In conclusion, he reminded the teachers of Vermont that they are engaged in one of the grandest, noblest, and holiest of all occupations. Day by day, they are making impressions upon deathless minds. They are touching chords which will vibrate forever and ever. Well might an angel tremble in view of such a work. He exhorted them to go forth to it, day by day, with *brave* and *manly*, and at the same time, *earnest and loving hearts*, humbly relying upon the grace and strength of God who will surely give them, if they seek it, his approving smile and blessing.

After this lecture a discussion on "the proper mode of teaching English Grammar," was opened by D. M. Camp, of Derby. He thought that Grammar was not sufficiently prominent in school—that it was a mistaken impression that it was less important than Arithmetic. He felt some difficulty in stating the *best* method of teaching Grammar. His most interesting class had been conducted without any text-book; the instruction being oral; making free

use of the black-board. He thought Syntax and Analysis should be connected; that is, first constructing sentences and then analyzing them. Confinement to parsing was bad.

Rev. Mr. Olmstead, thought the teachers should not be confined to any one method; he should begin with the idea that every word had a meaning. The pupil should understand how and why words are classified, and this requires a careful explanation. The teacher must not confine himself to the text book. Many rules in the text book are unintelligible, as "prepositions govern the objective case." Here it is impossible to know what meaning to attach to the word "govern." Also many good English sentences cannot be parsed under the rules given in the text books.

AFTERNOON.—In the afternoon the Association listened to an address by Prof. M. H. Buckham of Burlington on "The Supplementary Work of the Teacher." The purpose of the speaker was, first, to deepen and make practical the conviction that education is not the teaching and learning a few things out of text-books, but the preparation of the body and soul to be, to do, and to enjoy the utmost God has placed within our reach. The most prominent agencies appointed to this great work are the family, the state and the church each having specific duties to perform for every man, but all performing them imperfectly through the fault, partly of the teacher, partly of the learner. The school to which is delegated the main part of the work of education, for most of the best years of our young life, must aim in giving an education complete as far as it goes, physical, intellectual, moral, religious, to every pupil. To do this it must *supplement* the imperfect work devolving upon the family, the state, and the church.

The speaker called attention to several particulars requiring this supplementary work. 1st. In physical education the teacher should attend to cleanliness and exer-

cise. In the latter, children's sports are better than gymnastics and romping than calysthenics. 2nd. The culture of the organs of speech belong properly to the family, but neglected there must be attended to at school 3rd. The senses are to be more fully trained. The eye should be cultivated to measure distances, to distinguish colors, and to discern distant objects. 4th. The teacher should labor to make up for special deficiences. Faculties that are depressed, should be stimulated; as for example a bad memory should be strengthened. 5th. Manners are to be cultivated. There should be *one* spot for those who experience only snarls and fault-finding at home, where they may breathe the pure atmosphere of politeness and good order. 6th. In morals the child should learn obedience. If at home he is the victim of his caprice and whims, he should at school learn the wholesome restraint of law and order. Lastly—How shall the school support the church in religion? If none at all the highest feature of education is neglected. If too prominently schools must be multiplied to the number of denominations. This is the case in England and the question will yet be widely discussed in this country. Practical religion should be practised and commended. Doctrinal differences should be avoided; not treated as trivial, but left to the family and church. No one ought to object to the reading of the Bible, and it is the teacher's duty to have it read in school.

Then followed an address by Mr. Charles Northend, assistant Supt. of schools in Connecticut.

ABSTRACT OF MR. NORTHEND'S ADDRESS.

On the present occasion I propose to make a brief and cursory review of educational changes and operations in this country within the last thirty years. All changes are not improvements, and yet we have reason to feel that the interests of popular education, have been steadily and surely, onward and upward.

It is now less than forty years since a general and widespread apathy prevailed over all the land in relation to

common schools. School houses were unseemly in appearance, inconvenient and uncomfortable in their arrangements, uninviting in their location and surroundings; teachers were poorly paid and more poorly qualified; apparatus was almost unknown; blackboards, and charts and maps, were unthought of, and had any one proposed the purchase of a clock, he would have been regarded as a fit subject for a mad-house.

Schools were seldom if ever visited by parents or citizens; the teacher kept school because hired so to do, and the children were sent to keep them out of the way. The public school was well enough for the poor, but not to be thought of for the sons and daughters of affluence.

It was under such a state of affairs that a few true friends of education set themselves about the work of reform. To accomplish the ends desired, it was deemed indispensable that there should be associated action and effort.

In August, 1830, several hundred persons, mostly teachers, assembled from as many as eleven different states, and organized The American Institute of Instruction, the oldest educational association in our land. They have met from that time to the present, annually, devoting at least three days at each session, in listening to lectures from leading educators, comparing observations and opinions, and contributing in various ways, each to a common stock for the benefit of all. For thirty-two consecutive years, have the annual meetings of the Association been held in different parts of the northern states, and many thousands of teachers have been profited by its lectures and discussions. From small beginnings at first, crowded audiences now attend upon its sessions.

In 1839, the first Teachers Institute ever held, was convened in the city of Hartford, under the direction of Hon. Henry Barnard, assisted by the late lamented T. H. Gallaudet and others. From the beginning, the number of Institutes has continued to increase until at least one

thousand are now held annually in the northern and western states, and at least fifty thousand teachers yearly participate in their benefits.

The next and higher step was the establishment of Normal Schools. The first of these was opened at Lexington, Mass., in 1839. The attendance at first was very limited, and considerable opposition was manifested, but it grew in numbers and favor continually, and now the State of Mass. has four Normal Schools well supported by the State, and all well filled with students, even in these times of war. In addition to this the city of Boston supports an independant Normal School for the purpose of training young ladies to become teachers in the schools of the city. New York, New Jersey, Pennsylvania, Illinois, Michigan, Minnesota, Rhode Island and Connecticut, have each a Normal School in successful operation, while California has recently made a liberal appropriation for the establishment of a similar institution on our Pacific borders.

Another modern auxiliary in the cause of popular education may be found in the establishment and circulation of educational periodicals.

In 1826, Prof. Wm. Russell, established The Journal of Education—the first periodical ever published devoted exclusively to educational matters. In 1840 it passed into the hands of the late Wm. C. Woodbridge and its name changed to Annals of Education. The work received a limited circulation, both in this country and in Europe. But it was in advance of the times; its able articles were not generally appreciated, and it soon died of starvation.

In July, 1838, the Hon. Henry Barnard, commenced the publication of the Connecticut Common School Journal. This Journal continued to be published by Mr. Barnard until 1853, since which time it has been published under the auspices of the State Association. In June, 1839, Horace Mann commenced the publication of the Mass. Common School Journal, and continued its pub-

lication for the period of ten years. It then passed into the editorial hands of Wm. B. Fowler, and in one short year it died.

The year 1848 marks a new era in educational periodicals. At the annual meeting of the Mass. Teachers Association the subject of starting a new educational periodical was freely discussed, and while all admitted that much good had been accomplished by those already named, it was still felt that the time had arrived for starting a journal of a more professional character,—one which should enlist the sympathies of the teachers, and call from them articles of a more practical bearing. The discussion resulted in the appointment of a committee of twelve teachers, who were to constitute a board of editors—four of the number to act as general managers and resident editors. These were Thomas Sherwin, of the Boston High School, John D. Philbrick, and Samuel Bates, then both teachers in Boston, and one other from a neighboring town. This sub-committee took charge of the new journal, arranged for its publication, made appeals to teachers for subscriptions, and to make the expense as little as possible, they attended to the mailing of the several numbers,—and yet with the most rigid economy, the expenses of the work exceeded the income to the amount of about $150 the first year. It entered upon its second year with more encouraging prospects, and has continued to exist, and to breath a life-giving influence until the present day.

The plan inaugurated by Mass. was imitated by other States in the following order:

New York Teacher, Jan., 1851. Penn. School Journal, July, 1852. Ohio Journal of Education, now Education-Monthly, Jan., 1852. Connecticut Common School Journal, Jan., 1853. Michigan Journal of Education, Jan., 1854. Died recently of neglect and starvation. Rhode Island Schoolmaster, March, 1855. Indiana School Journal, Jan., 1856. Wisconsin Journal of Education, July,

1856. N. H. Journal of Education, Jan., 1857. Illinois Teacher, Jan. 1858. Maine Teacher, June 1858. Missouri Educator, May, 1858. N. C. Journal of Education, Jan., 1858. The last two died of the rebellion fever, at the early age of two years and eight months. May they rise again to a higher and better life. Vt. School Journal April, 1859. Iowa Instructor, October, 1859. Educational Monthly, Louisville, Ky., Nov. 1859. Died in infancy. Southern Teacher, (Ala.), Aug., 1859. Killed by slavery and rebellion, at the tender age of one year and eight months. Its last numbers were filled with sermons advocating slavery. Iowa School Journal, Jan. 1860. Of these nineteen journals, fifteen were started and supported in states that were thoroughly loyal, and fourteen of these still survive, while not a single educational periodical now exists within the so called Confederate States of America. They have all gone to their proper place,

Another step in the progress of education is the production of books of a professional bearing. Previous to the year 1830, there was not in our country, a work especially designed for school-teachers. The first work of this class was prepared by S. R. Hall, soon after the opening of his Teachers Seminary at Andover, Mass, in 1830. Many a teacher was quickened and edified for his work, by perusing Hall's Lectures on School Teaching. This was followed by a small, full and very sensible work entitled, The Teacher Taught, by Rev. Dr. Davis, of Westfield, Mass.

Since that time educational works have multiplied, and now every teacher who will may own a professional library. The works of Abbot and Barnard, of Emerson and Potter, of Page and Mansfield, of Mayhew and Holbrook, of Ogden and Orcutt, of Bates and Wells, and others,* contain much of value to teachers, while the able reports of state and city superintendents abound in valuable hints and statistical information.

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*Not the least of whom is Mr. Northend himself.—Ed.

But time will not allow us to go into details. We think we have already said enough to show that changes many and great have taken place in the educational field within the last two-score years. Let us pass to consider some of the good results of the several efforts to which allusion has been made, and ascertain whether, upon the whole, such efforts have been of a compensatory nature.

1st. The public mind has been greatly aroused and enlightened in relation to the general subject of popular education.

At the time of Mr. Mann's election to the Secretaryship of the Mass. Board of Education, it was no easy matter to secure a respectable gathering of citizens to listen to a lecture on education. I need not tell you how it is now. The largest churches and halls in New England have time and again been densely filled with attentive listeners to lectures and discussions on the subject of Common Schools.

2d. As a result of the preceding, thousands and tens of thousands of old and uncomfortable school houses have forever disappeared, and all over the hill-sides and valleys of the North and West we may behold neat and attractive edifices which at once testify to the increased interest and intelligence of the people, and open a pleasant prospect to the eye and mind of the child as he commences the ascent of the hill of science.

3d. Another evidence of the increased interest in Common Schools may be found in the more general attendance upon them in many communities. The city of Boston affords a striking proof of this. At the present time the number of pupils in private schools is only 33 per cent. of the number in 1817; and only 5 per cent. of the number in public schools.

4th. The amount of instruction given in common schools is far greater than it was twenty-five or thirty years ago.

5th. Increase of school apparatus. Blackboards were

first used in Andover, Mass., by W. H. Wells, now of Chicago.

6th. Another result of the efforts which have been made, may be seen in the improved discipline of our schools. There is now far less of severity and arbitrary despotism in school government than there was thirty years ago, and a discipline far more mild and moral as well as effectual, has been adopted in our best schools.

7th. Still another result is the improvement of teachers and a better appreciation of their services by the public. While we have none who excel Page, and others like him of his day, we contend that, the average qualifications of teachers are far higher than they were.

As then, the teacher of to-day is called to labor with increased facilities, and under more favorable circumstances, it becomes him well to consider the responsibilities which rest upon him. He cannot live for himself and be guiltless;—he cannot fold his arms and slumber; he has a duty to perform. It is his to carry on the great work which has been so well commenced, and so far advanced. It is a noble cause and is worthy of the best efforts of the best men.

Hon J. S. Adams being called on to speak on the question "What methods of instruction will most successfully lead pupils to original investigation?" began by thanking the speaker who had just addressed the convention and responding most heartily to the sentiments of his address, especially to the fact, that progress in educational matters is due largely to the efforts of clergyman of every denomination. In speaking on the question proposed, he urged that the text book should not be followed, especially in elementary instruction. The best talent is required in the primary school, where oral instruction is chiefly to be depended on. Pupils must be taught to *think*, and this can best be done by topical recitations.

Evening. On Thursday evening an address was delivered by S. B. Colby Esq. of Montpelier on "The true out,

ture for Americans." He regarded the great defect in American character to be greed of gain. This enters into every sphere, and taints our very language. To remove this defect the imagination needs cultivating. There should be galleries of art filled with paintings and statuary. Literary taste is to be cultivated. The best British and American authors should be in the meanest cottage. Milton, Shakspeare and Irving should crowd out the trashy story reading of the present day. Our oratory needs to be enlivened by imagery. Burke says a true sentence is a combination of thought, feeling and imagery. The speaker quoted at length from Webster and Burns to show their imaginative power. He characterised New England as too gloomy. New England people work too hard and have too little pastime. They should give more time to amusements; should laugh oftener and more heartily. The speaker closed, by saying, that the liberal and elevating culture to which he had referred, would have prevented the great national conflict, which is now in progress.

FRIDAY. On Friday morning the Vice President Prof. N. G. Clark took the chair. After prayer by Rev. C. C. Parker of Waterbury an address was delivered by Hiram Orcutt A. M. of West Brattleboro on "School Discipline."

ABSTRACT OF MR. ORCUTT'S ADDRESS.

Discipline, he said, is the great educational process. The well disciplined are always well educated, with or without knowledge; the undisciplined are uneducated even though they possess the wisdom of an encyclopedia. The great work of the teacher, therefore, is to *discipline* his pupils. He should bring them under such a process of training as will subdue their wild and untamed impulses and develop the latent energies of body, mind and soul.

The object to be secured by school discipline is two-fold, viz: School vices must be prevented or cured and school virtues cultivated. The more prominent school vices are tardiness, idleness, whispering, disorderly move-

ments in the school-room, injury to property and rudeness of speech or act in the intercourse of every day life. The school virtues to be cultivated are suggested as the opposite of these; regularity of attendance, promptness. obedience, truthfulness, conscientiousness, earnestness, diligence, kindness, neatness, and thoroughness in the preparation and recitation of lessons.

The first important disciplinary agency is a thorough *organization and classification.* Organization has to do with seating the pupils and arranging the recesses. In classification great pains should be taken to have as few classes as possible and to assign each pupil to his appropriate sphere.

A second disciplinary agency is *a manual of school duties,* that is, a well digested system of laws and regulations by which the school is to be governed. These should be so comprehensive as to reach every action that can in any way affect the school and so well defined that no pupil can fail to understand what is expected of him at all times and everywhere. It matters not whether they are written, printed, or oral. These laws must be rigid and rigidly enforced. The pupil must be taught that all school regulations are based upon authority; this is the very germ of good order and the only foundation of good government. Persuasion may never take the place of authority. Pupils must not wait the dictates of inclination or feeling before they yield, but promptly obey. From the decision of the teacher there may be an appeal, but disobedience *never.*

Still another disciplinary agency is *public opinion.* This must be created and controlled by the master or he is powerless. He has to gain the confidence of both parents and pupils, not by undue indulgence nor an attempt to gratify all the wishes of his pupils. He must govern with sternness and vigor, but with justice, kindness and magnanimity. Out of the school-room he should be their social companion and always meet them with cor-

diality. He may employ public opinion to create order out of confusion, to subdue rebellion and to destroy vicious habits. Whatever is right and necessary to make a good school should be made popular; whatever is wrong and of evil tendency should be made unpopular. Does he wish to abate the nuisance of whispering? Let him hurl upon it the full force of public opinion. Does the master find it necessary to inflict summary punishment upon some reckless offender? Let him prepare public opinion to meet rhe crisis and sustain him.

Another very important agency and one too often overlooked is *mental and physical recreation.* Both body and mind must have recreation, even more than the ordinary recesses and holidays of school life afford. Moreover there are certain hours and days when the fiend of disorder seems to reign in the school-room. You cannot assign any reason, all you know is, that the very atmosphere is anarchy and confusion. You may tighten your discipline, but that will not bind the volatile essence of confusion. You will encounter the mischief successfully only when you meet it indirectly. Let an unexpected change in the ordinary exercises divert the attention of the scholars. Let all say in concert the multiplication table, or sing 'Old Hundred' and the work is accomplished. Add to this mental, the physical recreation of school gymnastics and you have a still more effective disciplinary agency.

We come now to speak of *punishment.* It is undoubtedly true that the good disciplinarian seldom resorts to severe penalties, yet it is as true that he never relinquishes his right and power to inflict them as circumstances require. Nor is punishment to be regarded as "the last resort." Where it may be inflicted at all it is the FIRST resort and the TRUE REMEDY. Bold and deliberate violations of law cannot safely be met by moral suasion. Rebellion should be met by a stunning, crushing blow, such as shall vindicate and re-establish authority, and deter others from committing the same crimes. The time for conciliation is

after the rebel is subjugated and the authority of government is restored. You should then treat him with kindness and confidence and you will restore him to duty and favor.

The last disciplinary agency we will here mention is the *Holy Bible*. The Bible is the only source of mental and religious truth, and should be made the standard of right and duty. It may be read by the pupils under the direction and rigid criticism of the teacher, but more properly by the teacher himself and only in connection with religious exercises. It should be his aim to have the moral and religious influence of the Bible pervade the school-room, and when moral evils, such as falsehood, pilfering and profanity are to be punished the same agency is to be employed.

Finally, to become a thorough and efficient disciplinarian requires more genius, more cultivation, and more effort than to rule a state.

We need not then be ashamed of our profession, but ashamed of ourselves if we enter upon it without due preparation; without that earnestness, perseverance and fidelity which alone can give success.

Rev. F. W. Olmstead from Committee on next meeting reported *Montpelier.*

Remarks were then made by Mr. Northend on the subject of the address. He said we did not sufficiently consider the difficulties of teachers in discipline. It is much easier to preach than to practice. He thought the capacities and wants of each child should be regarded and his treatment at home should be known. The teacher should never threaten, and in punishing the motive should be taken into account. If the child acts thoughtlessly he is not so guilty as if he acted maliciously. He alluded favorably to gymnastics as a disciplinary agency. He urged politeness also as very important and too much neglected at the present day.

Dr. Wickham deplored the drepreciation of text books and warned teachers against thinking too lightly of them. In this, Rev. C. C. Parker of Waterbury agreed with Dr. Wickham. He was sorry to hear Sec. Adams speak so slightingly of text books

They should not be followed implicitly, though without them great looseness and want of precision would creep in.

Mr. Adams explained by saying that he would not discard text books, except so far as they were false or imperfect. Nor would he use the most perfect to the exclusion of independent thinking.

After a similar explanation by Rev. Mr. Olmstead, which with Mr. Adams' was accepted by Dr. Wickham as satisfactory, the treasurer's report was read by the treasurer, D. M. Camp, indicating a deficiency of about twenty-three dollars. Whereupon a vigorous and successful effort was made to replenish the treasury, by securing new members. The following resolution was then introduced by the business committee.

Reeolved, That we commend to the attention of all teachers in Vermont, the *Vermont School Journal* as worthy of cordial and earnest support.

Mr. Orcutt in reply to inquiries made a statement respecting the condition and prospects of the *Journal.* Mr. A. T. Howard followed in an earnest appeal to the teachers to support the Journal because of its *intrinsic worth.* He stated that the last two numbers were worth the subscription price for a whole year.

The following committee was then appointed to canvass the house for new subscribers, Newman Weeks, G. R, Hitt, Miss L. L. Watkins and Misses Sherman and Pitkin.

In the afternoon Mr. Adams alluded to the matter again in his usually earnest and effective style. We are happy to report as a result of this discussion and the efficient labors of the committee, an addition of some sixty to the list of subscribers.

The following resolution was then introduced and laid over for discussion at the next meeting.

Resolved, That in the opinion of this Association, the time has come when measures ought to be taken by the Teachers of Vermont for the establishment of a State Normal School.

AFTERNOON.—The Association was called to order by Vice-President Clark. The Committee to nominate officers made the following report:

For President—Rev. Pliny H. White, of Coventry.
For Vice President—B. F. Winslow, of Pittsford.
For Recording Secretary—D. G. Moore, of Rutland.
For Treasurer—A. T. Howard of Brattleboro.
For Auditor—M. Burbank, of Ludlow.

Executive Committee—J. S. Spaulding, of Barre, Eli Ballou, of Montpelier, C. C. Parker, of Waterbury.

CORRESPONDING SECRETARIES.

Rev. H. F. Leavitt,	Addison County.
G. W. Yates, Bennington	"
Rev. H. P. Cushing, Caledonia	"
J. S. Cilley, Chittenden	"
C. W. King, Essex	"
J. S. D. Taylor, Franklin	"
Rev. O. G. Wheeler, Grand Isle	"
Rev J. T. Ford, Lamoille	"
R. K. McOrmsby, Orange	"
Rev. Thomas Bayne, Orleans	"
Chas. Parmenter, Rutland	"
J. S. Spaulding, Washington	"
A. T. Howard, Windham	"
W. R. Shipman, Windsor	"

An address then followed by I. N. Camp of Burlington on "Music in Schools." As Mr. Camp has promised to furnish the substance of his address for a future number of the Journal, an abstract of it at this time will be unnecessary.

Gen. J. W. Phelps of Brattleboro then lectured on "Meteorology." The General began by making several interesting and useful observations respecting the atmosphere and the importance of proper ventilation in our dwelling and school houses. He then described the Barometer and Hygrometer and their uses. He thought it highly important that regular and uninterrupted observations should be made with these instruments at various points in the State. In this way the relative healthfulness of different localities would be ascertained by determinning the moisture or dryness of the atmosphere and its liability to frequent and sudden changes of weather. He proposed the plan of placing these instuments in the charge of some competent person connected with a literary institution in each county of the State who with his successors should keep a record of daily and uninterrupted observations through all time. The expense for each county would be about sixty dollars, which he hoped would be freely contributed by the friends of education in the State.

After recess, "Reading" was discussed by Prof. Clark, Rev. C. C. Parker, Messrs Winslow and Bingham.

EVENING. In the evening President White in the chair, the

business committee offered the following resolutions which were adopted without discussion.

Resolved, That the Association desire, and deem it proper to express the desire, that the hospitalities of the different localities, where the Association may in future be located, be solicited for those only who are members of the Association—and in order practically to carry out this limitation direct that a list of the members of the Association be kept by the Secretary; and certificates of membership may be obtained by members of the Association, on application in person or by mail, to the Secretary, and the provision be made for those only who have manifested their interest in the Association by becoming members and exhibiting their tickets of membership.

Resolved, That the Chairman of the Executive Committee have power at his discretion to issue certificates of membership, on application or compliance with the requirements of the constitution.

Mr. Adams then gave the closing address on "Duties of Parents in connection with common schools." He spoke severely of the Legislature and their lack of interest in educational matters,--pictured in his own felicitous style the fate of teachers "boarding round." His application of this practice to clergymen and physicians was very ludicrous, but exceedingly forcible. He said the school tax should be on the grand list. As it now is, thirty five per cent of all children in the state are kept out of school. He thought it a good sign that the number of lady teachers was increasing, but hurled the fiery bolts of his sarcasm upon the practice of paying them less than half what is allowed male teachers.

The chairman of the business committee then closed with a few well chosen and appropriate valedictory remarks. When the Association adjourned *sine die*

The various sessions were held in the Baptist Church which was well filled, and at times to overflowing during the entire meeting. The exercises were interspersed with music by the "West Rutland Glee Club" and by the congregation, accompanied by the Organ. None of the regular addresses failed and all indicated careful and laborious preparation. The discussions were well sustained and interesting, and, without doubt, every one of the hundreds of teachers and friends of education present, went away with new resolves to elevate the standard of education in our state. M. P P.

Erratum.—Page 42, line 6, for "mental" read *moral.*

TEACHER, WATCH THE LITTLE FEET.

Teacher, watch the little feet
  Walking thro' the meadows fair,
Wand'ring thro' the crowded street,
  Scarcely heard or noticed there.
    Never count the labor lost,
    Never heed the pains it cost,
    Little feet will go astray,
    Teacher, watch them while you may.

Teacher, watch the little hands.
  Busy, busy, all the day,
Making forts with straws and sands,
  Plucking roses by the way.
    Never deem the labor lost,
    Never heed the pains it cost,
    Little hands hereafter may
    Nations and their history sway.

Teacher, watch the little lips,
  Lisping sweet and pleasant words,
Sometimes their soft utterance trips
  Discord in the notes of birds.
    Never deem the labor lost,
    Never heed the pains it cost,
    Little lips "sometimes proclaim
    Blessings in a Saviour's name."

Teacher, watch the little heart
  Pulsing now with hope and love,
Truthful lessons here impart,
  Leading to our Home above.
    Never deem the labor lost,
    Never heed the pains it cost,
    Little hearts hereafter may
    Control the children of to-day.

P.

ENGLISH GRAMMAR.

INFLECTIONS.

The inflections of our language are few and simple and are frequently overlooked by both students and teachers, because of their supposed insignificance. But it does not clearly appear why the fact that we have few inflections justifies the neglect of those we do have. Indeed a due attention to them early in the course of grammatical study, is highly important.

The study of Grammar usually carries the pupil commencing it from the observation and study of things to the study of ideas and thoughts. These are made known to him through words, and the readiest connection between the outward world he has so much dwelt in, and the more intellectual world he is now introduced to, would seem to be through a study of the words themselves in their outward forms. These are made known through the eye, that accustomed channel for the reception of knowledge, and they enable the pupil to determine something positively about almost every sentence which is brought before him, furnishing a foothold, and serving to keep his courage up till he has mastered greater difficulties. Add to this that the observation of the forms of words which this branch of study necessitates is a most natural introduction to that careful weighing of them which is essential to all high mental culture, and that many of the mistakes most frequent in both writing and speaking arise from a lack of knowledge of inflectional changes, and we have reasons enough for claiming increased attention to this part of grammar.

In order to show precisely what I mean, I will state the rules for the formation of the plural of nouns and of the possessive case.

These or their equivalents should be committed to memory by every teacher and pupil, and used daily.

The words "used daily," are worthy to be repeated, for it is the failure to commit exactly, and above all to use daily, these rules and others like them, that has brought them into disrepute, while the complaints ought not to be against the rules themselves, which are in many ways very useful, but against the slovenly and inefficient manner of teaching them, so widely prevalent.

The rules here given have been drawn mostly from Wells's School Grammar.

For the Formation of the Plural of Nouns.

Rules.

1. Most nouns form the plural by adding s to the singular.

2. Nouns ending in ch soft, s, sh, x, z, form their plural by adding es to the singular.

3. Nouns ending in y, preceded by a consonant, form the plural by changing y to ies.

4. Most nouns ending in o, preceded by a consonant, form the plural by adding es to the singular.

5. Several nouns ending in f or fe form the plural by changing f or fe to ves.

For the Formation of the Possessive Case.

1. The possessive case of singular nouns is generally formed by adding the apostrophe and s to the nominative.

2. Plural nouns ending in s form the possessive case by adding the apostrophe to the nominative.

3. Plural nouns not ending in s form their possessive case by adding the apostrophe and s to the nominative.

E. C.

☞ An Iowa paper says :—"Through the petty fooleries of parents who rail against teachers for punishing their children, half the common schools in Iowa are to-day not worth a continental." The teachers ought to go to work, then, and flog the parents as well as the children.

SOLUTION OF PROBLEM IN JANUARY NO.

800 lbs. at 6 1-4 c. cost $50.00.

10 per cent. of $50.00=$5.00. As this is sold at cost, the gain must be all derived, of course, from the inferior kind. Then 4 1-2 c. + 10 per ct. = .0495, price of the poorer sort sold at 10 per cent. advance. But if sold at 6 1-4 c. there is a further gain of .0625 — .0495=.013, and this gain is to be applied to make up the required 10 per cent. on the best kind.

Therefore, $5.00 ÷ .013 = 384 8-13 lbs.—Ans.

Proof.

384 8-13 lbs. at 6 1-4 c.	=	24.03 11-13
800 " " 6 1-4 c.	=	50.00
		74.03 11-13
384 8-13 lbs. at 4 1-2 c.	=	17.30 11-13.
800 " " 6 1-4 c.	=	50.00
		67.30 11-13.
Add 10 per cent,		6.73
		74.03 11-13.

W. R. S.

The question has also been correctly solved (the methods varying slightly), by "*Toric*," West Concord, "J. W.", Waterbury Centre, and "M. A. M." West Brattleboro. Another example is offered for solution.

If 20 men, in 21 days, by working 10 hours a day, can dig a trench 30 feet long, 15 feet wide, and 12 feet deep, when the ground is called 3 degrees of hardness, how many men in 25 days, by working 8 hours a day, can dig another trench 45 feet long, 16 feet wide, and 18 feet deep, when the ground is estimated at 5 degrees of hardness.

It is the law of human nature that it must be educated by failures and repetitions, a law no less imperative in the school-room than in the general economy of the world.

EDITORIAL DEPARTMENT.

THEN and NOW. We offer no apology for giving up a large part of the present number of the Journal to a report of our late educational meeting held at Rutland. The interest manifested and awakened on that occasion will justify this departure from our ordinary rule—to introduce as great a variety of subjects as possible. Indeed, the greatest possible variety will be found in this very article and upon topics which more than others, should interest Vermont Teachers. That meeting is pronounced one of the largest and most interesting ever held in the State. We all wish to preserve a record of its proceedings and to draw new encouragement and inspiration from the fact.

We remember the past in contrast with the present. "Then and Now"—a great change indeed has come over our State in an educational point of view. Ten years ago, our Teachers' Association held a similar meeting in the same village and for the same purpose. A few *dozen* only of both Teachers and citizens were in attendance, and but little interest was anywhere manifested. We remember that meeting was honored by the presence of the Hon. Senator Foote, but it is not probable that half the citizens of Rutland know to this day, that such a meeting was ever held. Now we were welcomed with the open doors and open hearts of that whole community, and were cheered by the full and constant attendance at every session. The daily paper gave a full report of the proceedings of the Convention and thus gave its influence to sustain our noble cause. There must have been from three hundred fifty to four hundred in attendance from abroad: for nearly three hundred return tickets were issued by our Secretary for those who came in the Cars. And we must remember that this meeting was held in the midst of the exciting scenes of civil war when our nation is struggling not only for the perpetuity of her institutions but for her very existence.

Our *Legislators*, we are sorry to say, did not attend our meeting at Rutland. No class of our citizens so much need light and instructions. Indeed, this seems to be the only class in our Community who entirely fail to appreciate the importance of education. "By their *works* ye *shall know* them." They have left a shameful record upon the statute books at Montpelier—a record that will

cause their children to blush and hang their heads. The Legislature of Vermont has never given its aid and influence *heartily* to the cause of education. We have but little to hope from that source, unless the state can be better represented than it has been. Of course, there always have been noble exceptions; an intelligent *minority* may still be found whose hearts are in this work. But the people can hardly expect an appropriation to establish a State Normal School, or for any other desirable purpose, until our Legislators have themselves been schooled in the first rudiments of political economy. We ought to be satisfied as things are, if they will "clear the track" and allow the car of improvement to move on unobstructed.

WANTED.—Five hundred dollars worth of Postage Currency in exchange for 1000 copies of the Vermont School Journal. SHIN PLASTERS not taken at this office.

SPELLING MATCHES.—With the commencement of winter schools there is a revival of "spelling matches." A gentleman in Spencertown, N. Y., writes: "We held our spelling match on Monday, December 9th. as I designed. Twenty-eight spellers contended for the prize, which was Webster's Dictionary, pictorial edition, unabridged. All but two of the spellers were silenced in an hour and a half. These were two girls, one eleven the other fourteen years of age. They continued the contest for nearly an hour, longer, on words the most difficult to be spelled, till the audience became so wrought upon that they proposed to buy a second dictionary, and thus end the contest. The money for the purpose was raised on the spot."

A regular Meeting of Wash. Co. Teacher's Association will be held at Waitsfield, Friday and Saturday, Feb. 13 & 14. Order of Exercises:

FRIDAY, 10 o'clock A. M.—Organization,—Discussion—The proper method of teaching English Grammar.

P. M.—Discussion—Some of the best methods of conducting a recitation.—Essay, Miss A: B. FISK, Waitsfield.—Lecture, G. P. Beard, A. B., Northfield.

EVENING.—Discussion—The Evils of Absence from School—The Remedy.—Lecture, Hon. C. W. Willard, Montpelier.

SATURDAY, A. M.—Discussion—Atithmetic—School Discipline, how secured.

P. M.—Discussion—Essay, Miss T. E. JOSLIN, Waitsfield.—Lecture; Mr. Geo. F, Smith, Washington. J. S. Spaulding, for the Directors.

Barre, Jan. 10, 1863.

OUR BOOK TABLE.

SARGENT'S ORIGINAL DIALOGUES. *By Epes Sargent*; Published by *John L. Shorey* Boston. This is a book of 386 pages and is one of the ablest works of its able author. It is designed for schools, family reading and representation and is every way adapted to interest and profit the reader.

THE STANDARD FOURTH READER. PART TWO. *By Epes Sargent.* Published by *John L. Shorey,* Boston.

This is a *new* Fourth Reader containing many pieces which have never before appeared in a similar collection. These are well selected and admirably arranged to awaken interest and give variety, and are interspersed with spelling and defining leasons and exercises in declamation. It is a live book and will doubtless meet with favor and ready sale.

THE STANDARD THIRD, SECOND AND FIRST READERS, and Standard Primer. Part Two. By Epes Sargeant. Published by John L. Shorey, Boston. In these books we find evidence of the same good judgement and cultivated taste, in the selections and arrangement. They are designed and adapted to entirely different classes of pupils forming a graded series from the Primer upward. The Author has very appropriately introduced into these books copious wood cut illustrations,—thus combining the advantage of object teaching with ordinary reading, spelling and defining. We are much pleased with the whole Series and cheerfully commend the several bocks to the attention of our Teachers.

POTTER and HAMMOND'S BOOK-KEEPING BY DOUBLE ENTRY. Publised by Schermerhorn, Bancroft and Co. New York.

The work before us is the "High School Edition" in three numbers, and is designed to follow Potter and Hammond's excellent system of Penmanship. The book seems well adapted to such students as wish to prepare themselves for extensive buisness. It is at once, simple, comprehensive and thorough.

A MILITARY MANUAL FOR SCHOOLS by F. A. Freeman, A. M. Published by Schermerhorn, Bancroft and Co. New York.

If Military Education has become a national necessity, we need just such a Manual as the one before us to aid in elementary instruction.

THE ATLANTIC MONTHLY for Feb. Contents.

Sovereigns and Sons; Under the Pear Tree; Threnody; The Utility and Futiltty of Aphorisms; Shelley; The Test; The Preacher's Trial; The Ghost of Little Jacques; Boston Hymn; The Seige of Cincinnatti; Jane Austin; The Proclamation; The Law of Costs; The Chasseurs A Pied; Latest Views of Mr. Bigelow. A copy with our Journal for $3.00,

GODEY'S LADY'S BOOK, First class embellishments in every number. It abundantly deserves the increasing popularity it enjoys.

HARPER'S MONTHLY and WEEKLY. The numbers which

have appeared for 1863 fully sustain the reputation of other days.

THE INDEPENDENT. This weekly religious, literary and family Journal, edited by Rev. Henry Ward Beecher, Rev. Joshua Leavitt, D. D., and Theodore Tilton, having a circulation, it is stated, more than double that of any similar newspaper in the world, gives notice in its issue of the first of January, that its subscription price will not be increased, nor its size diminished—that the same terms, viz: Two Dollars per Annum, will be continued notwithstanding the great advance in white paper. The same array of distinguished contributors, including Harriet Beecher Stowe, Rev. Messrs. Hatfield and Cuyler, Horace Greely, Whittier the Poet, and others, also, a sermon by Mr. Beecher will continue to enrich its columns.

WINTER SCHOOL—WEBSTER'S DICTIONARY.

As the winter schools are about to open, when teachers, parents and scholars will be in search of the most valuable books both for the school-room and for permanent use, permit me to reccomend *Webster's Dictionary*, as above all others complete and satisfactory. It is a school and school master in itself, and kept at hand, and consulted as it then must be, would alone educate those who use it. Even a newspaper cennot be read, nor conversation in the family be maintained for a day, without questions and doubts coming up, whose solution demands an appeal to the dictionary. Of how many words are we in doubt as to the *pronunciation*, often as we have read them. The pious father is often perplexed as he reads his Bible morning and evening in his family; and even the minister hesitates, and is uncertain and afraid, almost every time he performs the same duty in the pulpit. In the *definition* of words there is often the same doubt, controversy, or ignorance, which can be removed ouly by a resort to the same authority.

A dictionary, therefore, should be at hand not only in the school, but in the family, which would silently but effectually and pleasantly, and at the same time without expense, be educating all the members, the parents and children alike. The *derivation of words* is also an interesting and useful study, as the changes in words are followed out in the progress of ages and in the process of adoption by one language from another. Genealogy and the study of fossil remains can hardly be of greater interest than the study of the genealogy of words, and the skeletons in which they are often disinterred. Thus the consultation of a good and ample dictionary not only imparts a vast amount of positive knowledge, but disciplines and educates the mind like a schoolroom which is never closed, or a master who is never dismissed. Like the Bible, it should be in every house; like that it should be in substantial and attractive form; and then like that, though for different ends, it would be turned every day.

To meet all these demands, Webster's Dictionary is without a rival. It is the fruit of a life-long labor, such as no other Ameri-

can scholar ever performed; and it was labor under the direction of such comprehensive knowledge, and sound and discriminating judgement, united with good taste, that the work it produced was in all respects as near perfection as human powers permit. Nor is the character of this gigantic work established in our own country through a blind partiality and self-love; for long since the same verdict was rendered in England and Europe, where Webster has displaced Johnson and other lexicographers, as well as here. It is an interesting fact, which may be named in this connection, that while Commodore Perry opened Japan with its thirty or forty millions of people to *commerce*, Noah Webster opened it to the *English* or as they first called it, the *American* language, by his great Dictionary, which was used by the first Japanese youth who mastered our language, and is now used in Jeddo, and will continue to be used in all coming time as a standard authority by a population equal to our own, and as fond of books and as well furnished with common schools.—This is no small honor to the author, and to our conntry and name.

The noble volume of the Dictionary unabridged contains no less than *seventeen hundred and fifty pages.* The *pictorial illustrations* are a new feature in a dictionary, pleasing the eye, and at the same time giving more correct ideas of various objects and subjects than any definitions or descriptions could do. The various tables at the end are of great value, and some of them of practical utility; —while the learned and elaborate introduction will be of rare interest to the more advanced and general scholar. Every *family* should posses a copy of the unabridged, and every *scholar* a copy of the abridged, containing about five hundred pages, and all the tables of the most importance in the large Dictionary. The paper and type could hardly be improved, while the binding is so substantial as to be capable of injury only from violence. Let every family and scholar posess a Dictionary, and let that Dictionary be the *best*, and then it will be WEBSTER'S–[Cor. Port. Jour. Nov. 15.

A Special Meeting of the Orleans Co. Teachers' Association will be held at the Stone Church, West Charleston, on the 6th and 7th of February.

Order of Exercises.—Friday, A. M.,—Organization at 10 o'clock. Discussion of Resolutions lying on the Table. P. M.—At 1 o'clock, Discussion :—" Some of the best methods of conducting a Recitation," to be opened by D. C. Austin of Brownington, followed by M. F. Varney of Troy, E. S. Cowles of Coventry, and others. 2 1-2 o'clock.—Essay by Miss Hall of Brownington. 3 o'clock.—Lecture by E. W. Hatch of Glover. Evening.—6 1-2 o'clock. Discussion: " The Evils of Absence from Schools—The Remedy." Lecture by G. W. Todd, A. M. of Glover.

Saturday, A. M.—Discussion : "The proper method of teaching English Grammar." 11 o'clock.—Lecture by Wm. A. Robinson, A. B., of Coventry. Subject, " Ciphering." P. M.—Discussion Unfinished Topics. 21.2 o'clock. Essay. Miscellaneous Business.

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Devoted to the Educational Interests of the State

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APRIL, 1863.

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THE FIRST LINES OF ENGLISH GRAMMAR. Being a brief abstract of the author's larger work, the "Institutes of English Grammar," By *Goold Brown.* A new stereotype Edition, carefully revised by the author; with exercises in analysis and parsing, by Henry Kiddle, A. M., Assistant Superintendent of Common Schools, New York City. 122 pages, 12mo. Strongly bound in half roan. Price 30 cents.

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These popular school books, heretofore so widely known and used, are now presented to the notice of teachers and others, fully brought up to the demands of the the times. The additions of H. Kiddle, are acknowledged by those who have examined them to be exceedingly judicious, and as adding much to the previous high character of the books. A peculiar value of the alterations made in the new editions consists in the *simplicity* and *grogressiveness* of the sentences which the pupil is required to analyze and parse.—These have been so selected and arranged, that the pupil is allowed to meet with only a few difficulties at a time; and he thus masters the intricacies of the subject by *succesive* steps.

There has been inserted *a plan for exhibiting the structure of sentences, and the relation of their parts, in written exercises,* which is entirely original in character, and can scarcely fail to prove of great assistance to teachers and pupils. *Twenty five modes of analysis* have been inserted, each one illustrating a particular variety of structure and thus enabling the pupil, who goes through the whole progressively to analyze any ordinary sentence, and to parse the separate words *intelligently,* without the mechanical repitition and guess-work which generally characterize this exercise.

It is claimed for the new editions, that the definitions pertaining to analysis *are more accurate and comprehensive* than are to be found in the books in common use. For information as to the peculiar features of these valuable text-books. Please send for a circular.

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THE

Vermont School Journal.

Vol. V. APRIL, 1863. No. IV.

ON READING AGAIN.

"Heaven lies about us in our infancy,
Shades of the prison-house begin to close
Upon the growing Boy,
But he beholds the light, and whence it flows,
He sees it in his joy."

"The child is father of the man."

Wordsworth.

In the natural order, the emotional nature of the child is developed first, then the intellectual. The first expression of the infant is not eminently intellectual; its first response to its mother's smile is the language of the heart. The mother's voice can alone allay its fears, a mother's kiss is the best remedy for all its hurts and falls. Its whole life is made up of emotions, of smiles and tears, of playful glee, merry laughter, and petty griefs. As it grows up it learns to be less free in the expression of its feelings,—shades of the prison house begin to close around,—hard facts, stern realities, intellectual perceptions, enter into its experience; the free hearty display of feeling on all occasions is no longer the rule but the exception. In very few households is there any thought or care for the proper nurture of the heart of the child; the necessities of the family, the burden of labor or care almost compel the neglect of the child in this most important respect. If it has enough to eat, is well clothed, and grows well, it is well enough. In due time it is sent to school to get its education—a culture of the intellect, to help it make its way in the world. Whatever heart culture it gets, it gets in its

own way as best it can. Put two or three such children together and nature will assert its rights—heart culture begins—the emotional nature comes out in play, and fun, and frolic. There is enough of it in them, if you will only let it have free play. The dull stupid look of many children at school, the lack of soul, we are at first inclined to ascribe to them, is the result of neglect and bad training at home or at the school. The heart has been stunted; its warm outgushing emotions chilled by neglect. But it is not yet too late to awaken them anew. See with what rapt attention they will listen to a story from a playmate or from the teacher's lips; how their eyes will flash with indignation, or light up with smiles, and their faces glow with emotion.

Now let the teacher do his best to play upon their sensitive hearts, by such stories told at proper times, as shall call out the widest range of feeling; and let the teacher set the example by tones and manner, and the free utterance of the appropriate emotion. Let the children commit short passages of prose or verse, half a dozen or a dozen lines, and be taught to repeat them in the right way; let the teacher repeat these and other passages, till his scholars not only learn what the passages mean, but to express the meaning, and let their reading lessons be chosen with reference to simplicity of style, and interesting matter. Never let the pupil, if it can be avoided, be forced over language and thought above his comprehension.

Let such questions be asked as will test the pupil's acquaintance and appreciation of the lesson. Let the teacher read a given passage in different ways to show the variety of meaning that may be given, and let the class be exercised on the same. Much of course will depend on the tact of the teacher, yet it is believed that such a course will be very useful and a means of interesting a class in reading so as to make it not a drudgery but a delight.

Exercises may be had merely to discipline and drill in distinctness of articulation, in securing compass of voice,

and purity of tone; and these elements must be regarded in a reading exercise, whatever the subject may be. For the older classes, lessons may of course be chosen of a more purely scientific or intellectual character, in which distinctness of articulation and a proper emphasis on the leading words, are the essential things, yet as a general rule, not only for the sake of the reading lesson but also for the sake of *heart* culture, let the lesson be such as may awaken some emotional interest, may quicken and stimulate the imagination, as well as instruct the intellect.

We are seriously disposed to question if there is any one thing that tends more to promote the stiff, hard, unsocial spirit, for which the people of New England with all their culture and opportunities, are so famous, as the bad habit of reading in connection with this general tendency to stifle all true feeling in childhood in the schools. We have shown that it is not the fault of the children to start with, but of our method of training. The youth has to unlearn the lessons or rather the habits formed in later childhood, before he can enter into social life with any zest, before he can enjoy a great deal of the best literature; and if he would become a public speaker, before he can even become *interested* in a subject of discourse, or speak so as to *interest* others. Again there are some truths and those of highest moment that are addressed not to the dry intellect but to the heart, and can only be truly accepted through the heart. "With the heart man believeth unto righteousness." The sublime and momentous truths of religion are never presented to us in the Bible as dry, philosophical statements, but always in the language of feeling, in the language of living men; and they can never be appreciated nor truly believed in except as our hearts are interested in them. Thus the social and moral value of good reading, aside from the better understanding of an author, and our true enjoyment of the exercise, can hardly be overestimated. N. G. C.

MRS. GRAMMAR'S BALL.

Mrs. Grammar she gave a fine ball
To nine different parts of our speech!
To the big and the small,
To the short and the tall,
There were pies, plums, and puddings for each.

And first little Articles came,
In hurry to make themselves known—
Fat A, An, and The,
But none of the three
Could stand for a minute alone.

The Adjectives came to announce
That their dear friends, the Nouns, were at hand,
Rough, Rougher, Roughest,
Tough, Tougher, Toughest,
Fat, Merry, Good-natured and Grand.

The Nouns were indeed on their way—
Tens of thousands, and more, I should think,
For each name that we utter—
Shop, Shoulder, or Shutter—
Is a noun; Lady, Lyon, and Link.

The Pronouns were following fast
To push the nouns out of their places—
I, Thou, You, and Me,
We, They, He, and She,
With their merry, good-humored old faces.

Some cried out, "Make way for the verbs!"
A great crowd is coming in view—
To *bite* and to *smite*,
And to *light* and to *fight*,
To *be*, to *have*, and to *do*.

The Adverbs attend on the Verbs,
Behind them as footmen they run;
As thus, to fight *badly*,
Then run away *gladly*,
Shows how fighting and running were done.

Prepositions came—In, By, and Near,
With Conjunctions a poor little band;
As *either* you *or* me,
But *neither* they *nor* he"—
They held their great friends by the hand.

Then with a Hip, hip, hurrah!
Rushed in Interjections uproarious,—
"Oh, dear! Well-a-day!"
When they saw the display,
"Ha! ha!" they all shouted out "Glorious!"

—*Independent.*

THE POWER AND PLACE OF A COMMOM SCHOOL TEACHER.

The winter schools have closed. Most of them have been successful and the teachers and pupils have parted with mutual congratulations. It is very creditable to us, as a people in a civil war, that such a fact can be stated. *Inter arma pax*, in very truth. On the whole, no doubt, the young people of an age to be influenced by the schools, have advanced in intelligence and general information and form an accurate test of the general soundness of the community. For, just in proportion as schools are neglected and abused, patriotism and morality decline. It seems proper, just at this point, to notice the position assigned to common school teachers by the laws of this State and how far they are justified in efforts to enforce good order. This will be a useful investigation; for, in every town there are some people who think that a teacher has no authority beyond that of a man who is hired to do any ordinary work, others,

whose general notions are a little higher, concede to the teacher all power to maintain good order, but reckon their own children so spotless that, if they are punished, the teacher is thereby proved to be wholly incompetent. So such people set a whole school district in a blaze upon the idlest imaginable complaint, and the consequence is that the children are deprived of the benefit of a school and ruined in their habits. While they go about to right a fancied *wrong* they do a greater one. While they think they are maintaining their rights and self-respect they are *losing* what is most dear to them, namely, reputation for possessing what they are striving to exhibit. All remember the story of the man in Boston who having bought two hundred dollars worth of goods the other day, defiantly paid the whole amount in *gold* to manifest his contempt for the administration.

But the plea is either that the teacher is incompetent or that he has exceeded the boundaries of his domain. In regard to the first it may be said that a clear certificate from the Superintendent ought to be prima facie evidence of competency; and, when a teacher ordinarily enforces obedience and his classes show by their recitations that they have been properly instructed, he is entitled to support. All agree that it is better to make young boys obedient and studious, even by a prudent use of the rod, than to *expel* them. The law wisely provides for the expulsion of boys whose presence in school cannot be tolerated;—but such cases are rare. The best government is that whose wheels are out of sight and move noiselessly; but it cannot always be secured.

In reference to the second plea of the malcontents, much can be said. Any one who candidly examines the laws of this state and the opinions of our most eminent jurists, will be astonished at the strength of the teacher's position. The law distincly allows a claim for damages when a scholar has suffered unmistakable physical injury at the hands of a teacher. A case recently decided at

Marshfield is in point. A boy recovered forty five dollars and costs in action of this sort. But the injury *must* be *unmistakable.* The power of a teacher has been likened to that of a General in the Army, Commander in the Navy, Selectman and Postmaster General, by different eminent jurists. In the case of Lander vs. Seaver, 32 Vt. 114, the complaint was that a scholar was unreasonably and unjustly punished in school hours, for an act of disrespect to the teacher *out* of school hours. Judge Aldis, in giving the opinion of the court said: "This misbehavior, it is especially to be observed, has a direct and immediate tendency to injure the school, to subvert the master's authority, and to beget disorder and insubordination. When the offence has a direct and immediate tendency to injure the school and bring the master's authority into contempt, as in this case, when done in the presence of other scholars and of the master, and with a design to insult him, we think he has a right to punish the scholar for such acts if he comes again to school." If a teacher cannot enforce his rules he has a right to call on any one to aid him.

In the case of State vs. Williams, 27 Vt. 755, the plaintiff was called on by the teacher to remove a troublesome scholar from school. He did so, and brought suit against the boy's brother for forcibly resisting him. He gained his case. Judge Isham thus laid down the laws.

"Regarding the school therefore as a private school, and subject to the discipline and government of Miss Culver as its teacher, she has a right for those reasons, to request Mr. Bean, to assist her in enforcing her discipline and government; and in so doing Mr. Bean would be justified as her agent and servant."

So the extent of the teacher's domain seems to be clearly established. The next point is the *nature* of the power to be exercised within that domain. The views of some persons have already been expressed; but, in the case of Lander vs. Seaver above referred to, Judge Aldis further

said: "It is also said that he [the master] stands in loco parentis, and is invested with all the authority and immunity of the parent. The parent unquestionably, is answerable only for malice or wicked motives or an evil heart in punishing his child. This great and, to some extent, irresponsible power of control and correction is invested in the parent by nature and necessity. This parental power is little liable to abuse, for it is constantly restrained by natural affection, the tenderness which a parent feels for his offspring, an affection ever on the alert and acting rather by instinct than reasoning. The schoolmaster has no such natural restraint. Hence, he may not be safely trusted with all a parent's authority, for he does not act from the instinct of parental affection. He should be guided and restrained by judgment and wise discretion, and hence is responsible for their reasonable exercise. The limit upon parental authority transferred to the master is well expressed by Judge Blackstone. He says: "The master is in loco parentis, and has such a portion of the power of the parent committed to his charge, as may be necessary to answer the purposes for which he is employed." An English annotator, in a note to the passage, very properly adds, "this power must be temperately exercised, and no schoolmaster should feel himself at liberty to administer chastisement coextensive with the parent." Another point is to determine how far a teacher, who has a clear certificate, and who has been proved competent is responsible to the public at large. On this point some admirable remarks are made by Chief Justice Redfield, in Paul vs. School District, 27 Vt. 578. He says: "Do the laws of nature, or the course of human experience, show any necessary or uniform connection between complaints, in such cases, and incompetency or misconduct in teachers? In regard to this it seems to us impossible to say that any such connection exists. It will not be pretended there is any such connection. And the course of human experience shows that in all the relations

of life, when it becomes necessary to exercise control over others, complaints will often arise without any just cause.

We are unable to see how this clamor could justify the defendants, by their committee, in absolutely removing the plaintiff from his school, unless upon showing that the complaints were well founded; or he is responsible for the complaints unless they are well-founded. The parents, too, when those complaints come to their knowledge, might have gone and seen for themselves, and, if they did not, they should not now require the court to condemn the plaintiff upon the imperfect and unsatisfactory ground upon which they were content to rely. They might act upon hearsay, but courts have to require proof."

The whole of this opinion is timely and important and should be read by every one—Considering the strength of the position which the law guarantees to the teacher, how careful committees should be in engaging them and how heartily and cheerfully should parents and others co-operate with them. United they stand, divided they fall.

T.

SOLDIERS always know whether to trust their leaders. Marlborough's men always said, in the midst of the direst dangers, "Corporal John will carry us through." And Corporal John did not fail to give them warrant for their confidence. In 1814, at the close of the war in the South of France, it is said the Duke declared he could have done anything with his Peninsular Army and it would have gone anywhere with *him*. The well-known boast of Scipio too, may be recalled,—"Look at those three hundred men, and that tower near them—every one of them, were I to give the order, would go to the top of it and throw himself down headlong." We have seen in our own time, the devotion of the mighty Union army of the Federal States to its noble chief—a confidence and affection that will also become historical and stand side by side with the most illustrious exhibitions of the world.

A SHORT SERMON TO TEACHERS.

"Man is born unto trouble as the sparks fly upwards."

This very sententious remark was uttered by him of Uz, the most patient, though probably the most troubled and afflicted of all mortals. And so fully does this utterance accord with universal experience, that I am at once forced to the conclusion, that Job was a man of truth and veracity. "Trouble!" yes, indeed, "man was born unto trouble; he is an heir apparent to all the troubles, woes and ills that man's first disobedience brought into our world. As soon as he becomes conscious of the existence of a material, objective world, and all along through the eventful career of his mundane existence, he becomes and remains a standing witness to the truth of Job's declaration —"Man is born unto trouble."

God made man to be happy—but, ungrateful wretch! he spoiled his inheritance, by a too free exercise of his own will; just as a great many heirs have done since. He ought to have had a guardian, during his minority, and until he had learned the ways of the world; one who would have been on hand at that eventful period in his pupilage, when he was detected in taking the forbidden fruit; one who would have administered an active dose of Solomon's "Universal Specific," which in that particular case would have been a thrifty sprout from the identical tree he had robbed, and vigorously laid on.

But sad and wretched as our estate has become, through the fatal lapse of our federal head, man is not hopelessly ruined, since he has become the reversionary legatee of a more glorious Paradise than Eden lost; provided, nevertheless, he will accept the legacy on the terms of the heavenly Testator, Jesus, the world's Redeemer.

Fellow Teachers, Are you sometimes inclined, in the midst of the toils and trials, incident to your professional duties, to think that yours is indeed a hard lot, that you are born unto troubles, so grievous, that you are almost

ready at times, to despair of satisfactory success? Lift up thy head, and open thy heart to the genial influences which come from the only source of help. There is a God above, whose sympathizing heart yearns in tenderness over thee, and who for the asking, will gladly dispense to thee of his own corn and wine for thy refreshment.

Have faith in the kind Father, and thy troubles and trials shall no longer burden thee—commune with Him and thy heaviest cares shall seem as the imaginings of fancy. By a vigorous faith, first put thyself in communication with Him who once "became a man of sorrows and acquainted with grief," but is now our glorified High Priest and "who is touched with the feelings of our infirmities," and then with all, and especially, with the most unpromising wayward and refractory of thy pupils, and all will feel thy magic power—the lion's whelp even, shall meekly crouch at thy feet and yield to the gentle influences inspired by the Great Teacher.

Regard not God as the dispenser of your troubles and ills, but of all good.

He *permits* the reign of sin, but will by and by, destroy it. Till then, hope! Ask the loving Father for wisdom, adapted to a faithful discharge of all the duties of thy allotment. Look upon the children whom you are instructing as diamonds, given you to polish for the flashing Coronet of the world's Great Teacher. In the midst of your humble and patient toils, gaze into their bright eyes, radiant with intelligence, and think of that glorious day, when they shall grace the triumphant entry of their glorified Redeemer, as, at the portals of the sky He shall exclaim:

> "Lift your heads, ye golden gates,
> And let the little travellers in."

Though the patient old man of Uz uttered an undeniable truth, when he said, "man is born unto trouble," there is enough in this world in which we may still rejoice. In the midst of troubles and perplexities—surrounded by fear, desolation, crime, misery, bloodshed and all that we

know of human wrong and wickedness, there is much of goodness,—much of true moral excellence.

Let all such croakers as find pleasure in prating of the troubles and miseries, the woes and tears of life, indulge in their lugubrious wailings and melancholy lucubrations —Let them rack their silly brains, in "piling up" against their mother Earth the most opprobrious epithets—Let them, in their joyless misanthropy, set themselves down to nick-name her "a wilderness of woe," "a vale of tears," "a desolate pilgrimage," and the like comfortless terms—still, *we will rejoice*—rejoice in a consciousness of life as it pulsates through our throbbing hearts and dances along every nerve—rejoice in the multiplied blessings of our social relations, our moral and intellectual wealth, our conscious capacity of being happy and of doing good to others, so as to enhance their happiness. And especially, we will rejoice in the conscious, rational hope of eternal blessedness in Heaven, whither, with eager feet our steps should press, as the glowing consummation of life's noblest end and aim.

HOME COTTAGE, WALNUT ST.

A child is a being endowed with all the faculties of human nature, but none of them developed; a bud not yet opened. When the bud unclosses, every one of the leaves unfolds, not one remains behind. Such must be the process of education. *Pestalozzi.*

IGNORANCE. We wonder *who* it was that pronounced so well, this idea; "An illiterate person is the world in darkness, and like to Polyphemus' statue, with one eye out."

SOMETHING TO CONSIDER. The value of leisure, to the elegances as well as the virtues of mankind.

ENGLISH GRAMMAR.

Parsing.

The object of parsing is to ascertain the true meaning of sentences, by determining the classification, relations, and precise signification of the words which compose them. In order to do this, the pupil needs to be acquainted with the primary and general meaning of the words; to know their inflections and the value of these; to have mastered the definitions of the commonly used grammatical terms; to understand, what is the relation between subject and predicate, what is the governing power of transitive verbs and prepositions, the modifying power of adjectives and adverbs, of attributes and appositives, and, what the connecting power of relative pronouns and particles. The general purposes and principles of education require that the pupil be trained to habits of minute and accurate investigation, and of systematic and consecutive thinking. The necessities of school labor require, such methods to be used that each reciter may be easily followed by all; and that the performance of each can be readily referred to for further elucidation, for criticism, or correction. If these statements are correct they will enable us to answer the question: what should be the

GENERAL PLAN OF A PARSING LESSON?

1st. Generally and theoretically, we answer, that which will most surely accustom the pupil to right habits of study, thinking, and expression; and which will ensure the work of reciting to be well done, in the shortest possible time, and so secure the longest possible time for general questions and discussions in reference to the lesson, by both teacher and pupils.

2nd. More particularly and practically, we answer, that the pupil should be taught that he must always know in reference to every word in the lesson that he can parse it

in some distinct way for reasons that he can state, or that he cannot parse it; and he should be required, when called upon to parse a word, to do it distinctly, rapidly, fully, and in an orderly manner, or to say distinctly, respectfully, intelligently, "I cannot parse it." To enable pupils to do either of these things we recommend the use, and till much real progress has been made in the study, the constant and implicit following of a praxis, or Order of Parsing. One of the chief causes of embarrassment and error, on the part of young parsers, is the failure to perceive just what is to be done. Out of just this grievous difficulty, a good praxis will help one: for, if it is clear and orderly, it shows what facts are to be searched for and in what succession; and if it is full, it shows all the facts that are commonly to be considered. It accustoms the pupil to systematic, consecutive thinking: and enables him to do his class work rapidly, while it also enables the class to follow his performance easily, and to criticise intelligently. Such a method is no more likely than any other to sink into a mere farce, and it avoids confusion, out of which life and truth can never come.

When this formal parsing is done, then should follow a general questioning in regard to the lesson, and a discussion upon it, for the purpose of quickening, invigorating, enlarging the mind of the pupil, and of confirming the knowledge already gained. I will add an example to show something of what should be done in this way. The passage is taken from the Common School Speaker, a book much used in Vermont; and the questions are limited to such as can be easily answered by persons who have that book and know a little of Grammar, Geography, and Arithmetic; and the list of questions is by no means exhaustive.

"There was a sound of revelry by night,
And Belgium's Capital had gathered then
Her beauty and her chivalry; and bright
The lamps shone o'er fair women and brave men;"

QUESTIONS.

How many distinct propositions do these lines contain?

Where does each end? What is the subject in each? How many objects has "had gathered"? How many has o'er? In the first line, what is peculiar in the order of the words? Is this a poetic license, or a customary deviation from the usual order? When does the subject follow the predicate? How many of the parts of speech are represented in these lines? How many nouns are there? How many adjectives? What are the Parts of Speech? How do you determine to what part of speech a word belongs? What is a proposition? What is a sentence? What a clause? What a phrase? What was Belgium's capital? How situated? For what noted? How far is Waterloo from Belgium's Capital? In what direction? When was the battle fought referred to in this piece? Between what parties? Who was Napoleon? Born when? Where? At what age did he die? Who was the writer of this piece? His rank? His character? Date of his birth? E. C.

THE NUMBER NINE.

The following facts are offered in regard to the number 9 with the hope that the readers of the Journal will present a satisfactory explanation. Many will recognize the combinations as old acquaintances and perhaps some one will give some method of solving the mystery.

1st. The digits of any number being transposed, and the original number subtracted, the remainder is divisible by 9. E. G. Take 12. Transpose and we have 21. 21 —12=9. 9÷9=1.

Next take 123; transpose, 231
Deduct 123

108÷9=12

Transpose again, 321
Deduct 123

198÷9=22

Take 7,364,289; transpose, 8,294,637
Deduct 7,364,289

930,348÷9=103,372

Another transposition, 9,284,367
Deduct 7,364,289

1,920,078÷9=213,342

Again 7,986,432
Deduct 7,364,289

622,143÷9=69,127

Thus far we deduct only the original sum, without transposition; but this may be transposed.

Thus the original sum 7,364,289

Transpose, 3,246,789
Transpose again, 2,398,764

848,025÷9=94,225

Again the number when transposed may be greater than the given number.

Thus 5,635,421

Transpose, 6,535,241
Deduct 5,635,421

899,820÷9=99,980

These examples can be extended indefinitely with the same result.

2. If any number is divisible by 9, the sum of its digits is also divisible by 9.

E. G. 5625÷9=625
5+6+2+5=18. 18÷9=2

Again—If a number divided by 9 gives a remainder, the sum of its digits divided by 9 will give the same remainder.

E. G. 84,320÷9=9368 $\frac{8}{9}$ 5872÷9=652 $\frac{4}{9}$

$8+4+3+2=17.\ 17\div9=1\frac{8}{9}\ 5+8+7+2=22.\ 22\div9=2\frac{4}{9}$

The rule for multiplying by a number composed of 9's is plain enough. Cannot these other methods be explained in some similar way? T.

EXAMPLES—to be solved by Arithmetic. A certain square field is enclosed with a fence of such sort that 3 lengths of it are 2 rods long; and the number of acres is equal to the number of lengths of the fence. Required the length of one side of the field.

2. Thirty per cent of a note that I received for goods is gain, but I am obliged to sell that note at a discount of 15 per cent. What do I gain on my goods?

3. A man buys 100 animals for 100 dollars. For cows he pays 25 dollars each, for sheep 1 dollar each, and for chickens one ninth of a dollar each. How many can he buy of each kind?

SOLUTION OF PROBLEM IN MARCH NO.

The following method of analysis is applicable to all questions in Compound and Conjoined Proportion, and I have found it to be more readily comprehended by pupils than any other. It is a solution of the problem in the March No. of the School Journal.

$$\frac{10\times11\times14\times4\times10}{7\times2\times8}=550 \text{ lbs. of cheese.}$$

The answer sought is a certain number of pounds of cheese; therefore take the given pounds of cheese, place it above a horizontal line (or at the right of a perpendicular) and designate it as the number upon which the operations are to be performed. If 10 pounds of cheese are equal to 7 lbs. of butter, one seventh of that number will be equal to 1 lb. of butter; and 11 lbs. will be equal to 11 times as much. If 11 lbs. of butter are equal to 2 bushels of corn, one half that number will be equal to one bu. of

corn, and 14 bus. will be equal to 14 times as much. If 14 bus. corn=8 bus. rye, one eighth as many will be equal to 1 bu. rye, and 4 bus. will be equal to 4 times as much. If 4 bus. rye=1 cord of wood, 10 cords will be equal to 10 times as much; therefore 550 lbs. cheese are equal to 10 cords of wood—a conclusion which some of our farmers would pronounce to be about as wise as could be expected from those who confine themselves to "book larnin." M. B.

Solved correctly also by F. A. Cheney, M. A. Moore, Sumner Paine, S. Wheeler, "J. W. S." of Lyndon Center, Richard Dana of Windsor, and "C. M. P." of Montpelier.

THE CLOUDS.

Of those beautiful vapor-shapes which give such varied aspects to the sky, the world in general knows but little. In the busy marts of commerce men seldom see more than narrow strips of the sky, and those are never noticed. And even in the country the inquiring vision is seldom raised above some imperfect weather- cock, the indications of which are forgotten as soon as marked. They who begin to study the character of the clouds will soon see that they are susceptible of classification. Of the kinds of cloud the most commonly noted there are six, viz—STRATUS; CUMULUS; CUMULO-STRATUS; CIRRUS; CIRRO-CUMULUS; CIRRO-STRATUS. Besides these radical forms of clouds there are various others, such as the NIMBUS, PLUMOUS-CIRRUS, etc. The STRATUS cloud, is a low stratum of cloud, which of all clouds lies nearest the surface of the earth. Even a fog may be considered a stratus cloud. It usually lies upon the sky in long, dark, horizontal streaks or masses, and generally indicates the presence of much water-vapor, and may hence be regarded as a sign of rain.

The CUMULUS cloud is the bright, white mass of cloud which is sometimes called summer cloud and thunder-head. They often flow in the current of the North west wind, in detached fleecy masses, and usually denote fair weather; though the thunder-head often turns into a rain-cloud which is then called a NIMBUS. The thunder-head is sometimes distinguished from other cumulus clouds by the name of *clavated cumulus.* This cloud, which is often seen of a summer's afternoon, towering in majestic repose above the heated land, sometimes attains the heigth of two and three miles above the surface of the earth. It is the mountain of the air, rising in piles like the Alps, and frequently lends as much beauty to the landscape as do the mountains of the land.

The CUMULO-STRATUS, is as its name denotes, a combination of the *cumulus* and the *stratus*, the stratus being the base of the *cumulus*, which rises above it. It is from this kind of cloud that the water-spout at sea is formed.

The CIRRUS cloud is the highest of all clouds; and it arises apparently at times, from the vapor which is evaporated from the clouds below; for as vapor arises from the sea, so we may suppose it does from the lower strata of clouds. Of CIRRUS there are similar kinds to the lower clouds, and may readily be distinguished as CIRRUS, simply, and as CIRRO-CUMULUS and CIRRO-STRATUS. These latter appear generally more hard and glowing than the lower clouds, and are in much smaller masses. They frequently reflect the sun's light half an hour after he has sunk below the horizon, and hence, they must attain a great heigth above the surface of the earth. They doubtless rise above the highest summits of the Himmelaya, and may possibly reach an altitude seven miles above the level of the sea.

The PLUMOUS-CIRRUS is a form of the cirrus cloud which may frequently be seen on a bright, clear day spread out upon the sky like an immense plume. The direction in which these higher clouds move should always be noted

by the observer and recorded with the greatest care. Not unfrequently it will be found that the weather-cock points in one direction, the *cumulus* clouds move in another direction and the *cirrus*-clouds in still another.

J. W. P.

EDITORIAL MISCELLANY.

We Must Appeal to the Ballot-box.—Why not? We live under democratic laws and Institutions founded upon democratic principles. If new laws are necessary to promote the social, intellectual or moral good of community, we send men to Montpelier to enact them. If abuses of the law making power, have crept into Legislation through the stupidity or corruption of our representatives, we should, at once remove such men as have proved recreant to their trust and brought disgrace upon their constituents and the state, and send others to fill their places, who will correct the evil. Politicians of all parties and grades (and even the "copperheads" of the 19th. century,) appeal to the ballot-box when they have "an axe to grind." And why should not the friends of education exercise their right to the same privilege? We are disgusted with politics and political machinery in general. We are ashamed to know, that when a measure, like the adoption of a system of school books, or the extension of the time that they shall be used, is to be carried through the legislature, book publishers find it for their interest to employ agents to go to the Capitol and influence our legislators to vote for their special benefit. Our law makers are not usually governed by their own intelligent judgement in acting upon measures of great practical importance, but by the tools of party demagogues, or reckless speculators. The history of Vermont Legislation touching the interests of our schools, will be read by posterity with astonishment.

It will be void of interest, except as a *curiosity*. The greatest liberality manifested by our legislators in providing for the interest of our schools, has amounted to little more than a *grudging* permission to let them live, if they can without public patronage. If through the persistent earnestness of the friends of education, some meager appropriation has been secured, it was only to be withdrawn as soon as the avarice and stupidity of the legislators could lay hold of it. At one time, the law required the appointment of a State Superintendent who was to be paid for his services from the public treasury. For three successive years, the

Legislature refused to appoint that officer, and yet the law was unrepealed. And now that we have a Board of Education, and an earnest, efficient Secretary who is toiling for the benefit of our schools, there are scores (if not a majority) of ignorant, time serving demagogues in the Legislature who are seeking the opportunity to withdraw the salary allowed these men. They would repeal, or render powerless the school law. We learn their intentions by what they have done. They have withdrawn the meager appropriation which had been made to sustain the Institutes, and attempted to impose a tax of *two day's time* upon the Teachers of the State, so as to prevent them from attending these Institutes!

These are the guardians of public good, appointed to watch over the dearest interests of our children! Yes, but it is "such protection as vultures give to lambs." Massachusetts has five Normal schools supported at public expense, for the education of her Teachers; Vermont has none! Massachusetts pays more money to sustain *one* Institute than Vermont asks to support *fourteen*—Yet, that small pittance has been withdrawn! Massachusetts pays $300, annually, to sustain a State Educational Journal. The Vt. School Journal lives by the sweat of *unrecompensed* toil; still it lives! All this is done for the sake of economy!! And would our Legislators withhold the winding sheet from the dead, to raise a revenue for the State? With more propriety could they do this than to withdraw all means of culture and discipline from the rising generation. And it is strange they cannot see it. It only remains to enquire, what is the remedy for this fearful evil? How are we to secure suitable appropriations to carry on our educational work, and an efficient guardianship over our schools! The answer is already given in our Caption. *We must appeal to the ballot-box.* Let the friends of education see that no man is allowed to represent his constituents at Montpelier who is not an intelligent friend of our cause and who will not give his influence and vote in favor of a liberal patronage for the support and improvement of our schools.

"Of Making many Books there is no End." In Great Britian during the year 1862, *four thousand eight hundred and twenty-eight* new books were issued from the press. Of these, 942 are religious; 337 biographical or historical; 673 poetical or literary; 925 fictitious; 216 annuals or serials in book form; 61 pertain to art or architecture; 60 commercial; 278 pertain to geography or travel; 283 to law or parliament; 129 medical or surgical; 248 oriental, classical, or philosophical; 191 on Grammar and education; 81 naval, or military; 157 on politics and other questions of the day; 104 on agriculture, horticulture and field sports, and 148 books devoted to science and natural history.

If it is true, as it doubtless is, that from the *words* that compose a language, the character of the people may be learned, much

more may we know of a nation from the tone and character of the *books* it publishes and reads. Judged from this standpoint, the English are a *literary* people, not "a nation of shopkeepers," as Napoleon called them. During the past year they have published more than 13 books per day, and we must infer that the demand is equal to the production. They are a religious and romantic people, as seen in the fact that a greater number of books of this character than any other, have been published and read.

Religion *first* and romance afterwards, as it always should be. History and biography follow closely which is one of the healthiest signs of the nation's life and vigor. Educational and agricutural works hold a prominent place in the national library. On the whole, the above facts speak well for England. We wish we could have similar statistics in regard to our own nation. Should we suffer in comparison!

GENEROUS. Hon. W. H. Wells, Supt. of Schools at Chicago, has tranferred the entire proceeds of the Copyright of his popular English Grammar to the fund for indigent children. Mr. Wells has earned an enviable and national reputation, as Teacher and Author. He has now added another to his laurels, by a noble act of generosity.

☞ We exceedingly regret to learn that "Rev. N. G. Clark, for some years Prof. of Latin and of English literature in the university of Vermont, has accepted an invitation to occupy the chair of the professorship of logic and rhetoric in Union College, N. Y." We can ill afford to lose such men at this crisis of our Educational cause.

FIVE VOLUMES FOR $1,50. We will furnish the five Vols. of the Vermont School Journal for $1,50; Vols. IV. & V. for 65 cents; Vol. V. for 50 cents, sent to any address.

SUSPENDED--We regret to learn that the *N. H. Journal of Education* is discontinued, at least, for a season. We know that it costs a desperate effort to sustain our Journals in such times as these, but can we afford to let them die?

ERRATA. The typographical errors in the March No. of the Journal may be charged to the printer: for he struck off half the edition before he had received the corrected proof! The *duplicate* paragraphs resulted from an effort to place them where they belonged after half the impressions had been printed where they did not belong. We hope hereafter to be allowed to make corrections before the *printing*.

LOOK OUT FOR HIM. *J. T. Lloyd*, the Map man of New York, who sends advertisements to Educational Journals, evidently with the design to *swindle* them out of the pay. Such men ought to be caged among the "bulls and bears" of Wall Street.

OUR BOOK TABLE.

OBJECT LESSONS IN BOTANY, with a Flora. Prepared for beginners in Academies and public Schools. *By Alphonso Wood, A. M.* Published by *Barnes* and *Burr*, 51 & 53 John Street, New York. We recognize here the name not only of an honored Teacher of our youthful days, but an Author who has gained a national reputation. The name of *Alphonso Wood* is familiar to all the lovers of Natural Science in the land. His Class-Book of Botany is believed to be among the best, if not *the* best of its kind.

We now have before us a new work on this subject, prepared with much skill and excellent taste, and adapted to a younger class of pupils. The Book cannot fail to interest them. It has 665 illustrations, presenting to the *eye* nearly every subject or form treated. It must charm the pupil by its lifelike pictures and perspicuity of style, and lead him to seek in the open field, the *living specimens*, and to study with care these *object Lessons*. We commend this valuable book to all who propose to interest the young in the subject of Botany.

A CLASS-BOOK OF GEOGRAPHY. *By E. E. White, A. M., Editor of the Ohio Educational Monthly. Published by W. B Smith & Co. Cincinnati.*

This is a charming little book of its kind. It is designed to aid in teaching Geography to children. The author has hit upon the true idea and made a book that should find its way into every family and Primary school in the land. He takes the child at *home*; interests him in the little world in which he moves; leads him out to more extended observation and with his senses all awake, guides him to systematic knowledge and culture. At first the instruction is oral; familiar object lessons are introduced, and the pupil is led by degrees, to investigate and reason for himself. If books of this kind could be put into the hands of children when they come into the school, they would not, as they too often do, lose all their enthusiasm and become stupid and disgusted with school life.

THE AMERICAN JOURNAL OF SCIENCE AND ART. Contents of March No. Contributions to the Chemical and Geological History of Bitumens and of Pyroschists or Bituminous Shales; Origin of the Indian Race in Hayti; Abstract of a Meteorological Journal kept at Marietta, Ohio; Waterglass; On the Origin, Growth, Substructure and Chronology of the Florida Reef; Catalogue of Mineral Localities in New Brunswick, Nova Scotia, and Newfoundland; On the Correction of the Elements of the Orbit of a Comet; Geographical Notices; On the Existence of Mohawk-Valley Glacier in the Glacial Epoch; On certain Changes in Wine; Observations on the Sphagna of New Jersey, with description of a new species; Foreign Correspondence. Published the first of every second month—Price, $5,00 per year. Address, Editors American Journal of Science and Art, New Haven, Ct.

THE AMERICAN JOURNAL OF EDUCATION. *Edited by Henry Barnard, LL. D.* Each No. of this Quarterly contains 220 pages; is printed on fine paper and in excellent style, and is embellished with steel engravings of eminent educators. This is the most valuable educational periodical in the world. We will furnish Barnard's and the Vt. School Journal one year, for $3, in advance.

VERMONT QUARTERLY GAZETTEER—No. 5 of this interesting Periodical is on our table. This No. takes up the history of Chittenden County, (after completing the "Military Chapter") and embraces in its sketches the towns of Bolton and Burlington.

It is a publication of great value to Vermonters and should be sustained. Miss Hemenway manifests remarkable zeal and earnestness in the prosecution of her work in these trying times and deserves aid and encouragement from all.

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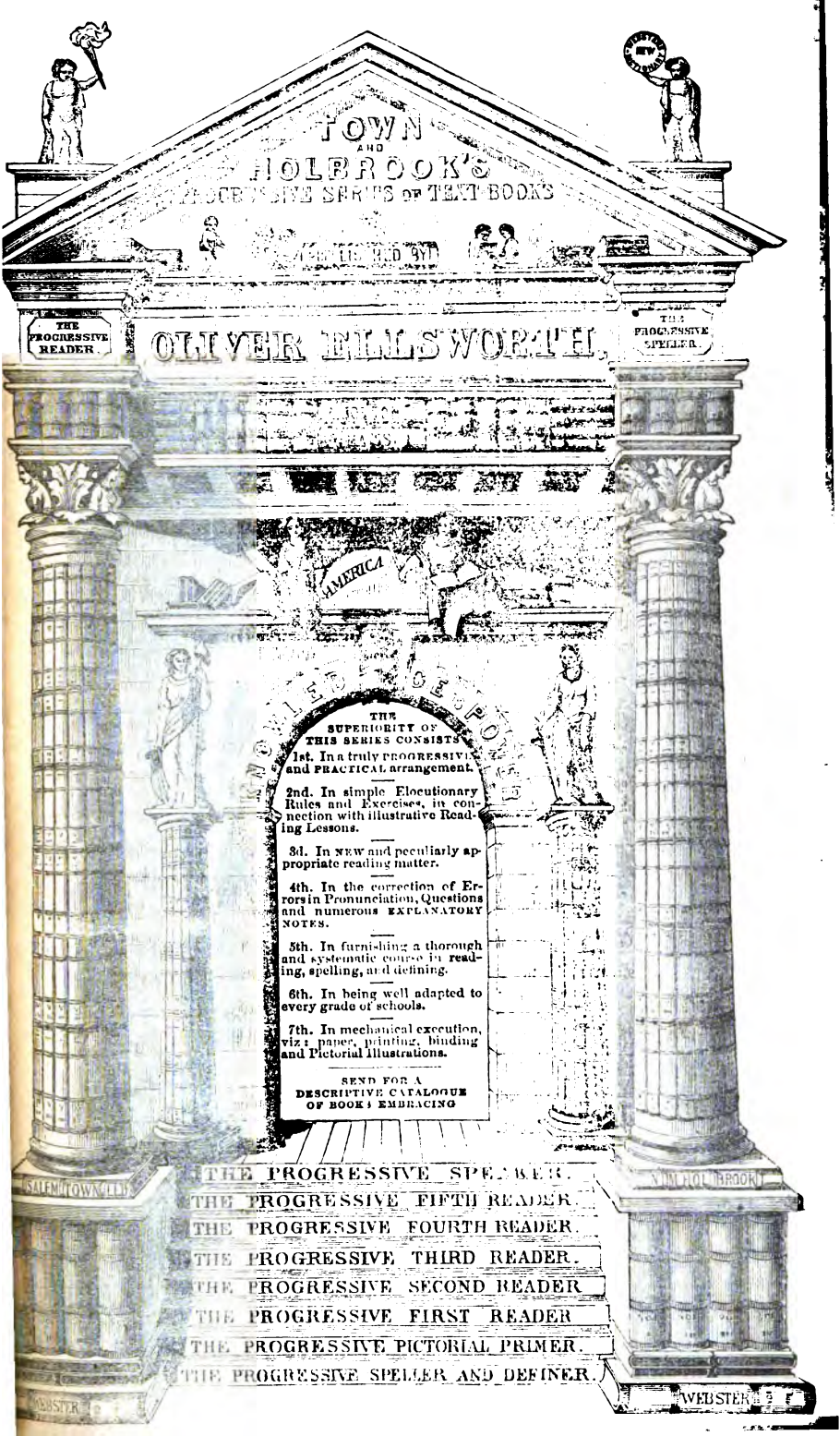
PA. STATE COMMISSIONER'S REPORT of Common Schools and the Report of the Board of Education for Chicago are received at this Office. We presume we are indebted to Commissioner *Smyth* and Supt. *Wells* for these esteemed favors. These able Reports are very valuable, not only to the State and City for which they were prepared, but contain much of general interest to the profession and of importance to the Cause. We shall make use of them in future.

SUPERINTENDENTS' ANNUAL REPORTS of Public Schools. *Brattleboro & Ludlow.* We should be glad to give these Reports a more extended review than our space will allow. They were prepared by Messrs. *Wilson* and *Burbank*, two veterans in the profession of Teaching. Both Reports contain not only a searching review of the condition and wants of the schools in the respective towns, a frank statement of the individual faults and excellences of the several Teachers who had charge of the Schools, but very many valuable suggestions calculated to secure the improvement of the schools in future. These reports were prepared with ability, and evidently with the design, more to *profit* than to flatter and please.

PENNSYLVANIA SCHOOL REPORT—1862—is on our table. A bound volume of 274 pages full of interesting facts and valuable suggestions. It is encouraging to know that so much ability and care are bestowed upon our public schools, and especially in times like these.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Vol. V. MAY, 1863. No. V.

THE SECRET OF GRAMMAR.

The subject of teaching Grammar was discussed at three out of the last five meetings of the State Teachers' Association, and it figures prominently in the programme of all the local associations. It has been my privilege to hear quite a number of these discussions, and of some of them "pars *parva* fui." One thing has invariably struck me on these occasions, and it seems to me very significant in its bearing on this question: that the suggestions offered bore almost entirely upon the single subject of classification. Now if the inference is a fair one that these teachers gave this department of grammar the same prominence in their actual instruction of classes, or that they implied by their mode of presenting it that it is the fundamental question of grammar, or even the proper starting point in grammatical instruction, then I think the proverbial difficulty of teaching grammar successfully is easily accounted for. The method usually recommended for laying open this subject is something like this. The first thing is to give your pupils the idea of the noun.

You tell them that any word which is the name of anything or anybody is a noun. Then you have them pick out all the nouns in a passage or page. Next you take up and deal in like manner with the adjective, the verb, and so on. This goes on quite easily. Any "knowledgeable" boy or girl, to use an expressive Irishism, can soon learn to distinguish the parts of speech in most instances. And practically, do teachers ever meet with any great

difficulty in this department of the study in whatever way they present it? Great fault is often found with the definitions of the parts of speech, and many of them are faulty enough, but even if they were perfect, the beginners would still as now get their ideas from the examples and not from the definitions. Well, in one way or another, your pupils have got an idea of what the definitions of the various parts of speech ought to mean. All this however is not grammar, it is no more grammar than the naming of one flower aster and another crocus is botany. Your pupil has made no more progress in grammar than the incipient carpenter has made in his craft when he has learned to distinguish a plane from a saw, or an adze from a chisel. The pupil soon finds that out when he comes to the study of Syntax. He now sees for the first time, if he ever sees, that the words of a sentence are *related to each other*, and that the definition of a part of speech is nothing but the expression of the particular *relation* which that class of words has to others in the sentence. But the trouble is that in too many cases, the pupil does not see this, and if he does, it is in spite of wrong instruction. This is the secret which the few see into and grammar becomes then mere play to them, but which the many do not see, and grammar is to them a mere puzzle. Grammar does not discuss words as words, but as parts of a sentence. They should therefore from the outset be considered *in the sentence* to which they belong. Suppose then we begin with some such illustration as this: "Here is a watch. It contains a great many parts, and every part has its own work to do. If you were going to learn to make a watch, you must first learn what every part of it is for, what work it has to do. You would find it very convenient to give every wheel a separate name: you would call one the balance wheel, another the barrel and so on, and then you would not have to speak of 'the wheel that does so and so,' but would simply use its name. The principal thing to learn, how-

ever, would be the particular work which every wheel has to perform, and then you could correct it if it did not work right. Now grammar teaches us to do with a sentence very much the same as you would be doing with a watch. We have to make sentences in order to speak so as to be understood. Grammar teaches us how to make them correctly, and to correct them when wrong. But a sentence like a watch has several parts, and every part has its own work to do. The first thing for us is to learn precisely what each of these parts has to do. There are nine of them. The person or thing that one is talking about is called the noun, &c, &c. The performance which you hear the older scholars going through and which they call parsing or analysis, is only taking the sentence in pieces, and saying this is the balance wheel, and this is the pivot it turns on; this is the main-spring, and this is the wheel it acts on." When a pupil has learned to classify the words of a sentence in the light of this true idea of what grammar is and proposes, he has made real progress in grammar. He learns that words do not merely come into contact "like marbles in a bag," but that they are articulated like the bones in our bodies, and when the question comes up what word stands related to this word as "governing" it, or "depending on" it, or "modifying" it, he understands that he is to find the socket-joint which belongs in this ball, or the lever which should play on this hinge.

M. H. B.

WHAT IS EDUCATION? Education may, in a certain sense, be said to be three-fold—the education of nature, of man, and of circumstances. The internal developement of our faculties and organs is the education of nature; the use which we are taught to make of this developement is the education of man; and the acquisitions of our own experience respecting the objects which operate upon us is the education of circumstances.—*Rousseau.*

THE BLACKBOARD AND CHALK.

Learned sages may reason, the fluent may talk,
But they ne'er can compute what we owe to the chalk.
From the embryo mind of the infant of four,
To the graduate, wise in collegiate lore;
From the old district school-house to Harvard's proud hall,
The chalk rules with absolute sway over all.

Go, enter that school-room of primary grade,
And see how conspicuous the blackboard is made.
The teacher makes letters and calls them by name,
And says to the children, "Now, you do the same:"
Mere infants, you see, scarcely able to walk—
But none are too feeble to handle the chalk.

We visit a school of much higher pretension,
The blackboard here claims undivided attention;
The walls, "dark as Erebus," first greet the eye,
Before them, bright misses and lads we espy;
And the sound of the crayon's irregular tappings,
Reminds us of *spirits' mysterious rappings.*

One has pictured a vessel, with streamers unfurled,
Another is making a "map of the world;"
A third has a problem in "Greenleaf" to solve,
A fourth is explaining how planets revolve;
While a young physiologist, skilled in the art,
Is sketching the muscles, the lungs, and the heart.

In the midst of this bustle, the schoolmaster stands,
And, lo! he's a crayon in each of his hands;
And the chalk in *his* hand has a magical power;
A teacher might reason and talk by the hour,
But naught would avail all his reason and talk—
The truth is made plain by the use of the chalk.

And the teacher of *music* the blackboard employs,
The chalk must be used e'en in training the voice;
Be it rythm or melody, accent or force,
He always insists on the "*regular course,*"
Declaring the secret of musical skill
Is found in the *blackboard,* the *chalk,* and the *drill.*

See the chalk in the hand of the artist. Behold
What beauteous forms as by magic unfold!
The storehouse of *Nature* he swiftly displays,
Till the dazzled beholder is lost in the maze;
"Designs," without number, appear to the view,
And show what the chalk and the blackboard can do.

O wise Pestalozzi! we place on thy brow
A coronet bright and unfading; for thou
A legacy rich hast bequeathed unto men,
Our *one* feeble talent by thee is made *ten;*
We prize thy rare gift, but we never may know
How much to thy matchless invention we owe.

O chalk! what a powerful monarch thou art!
In this age of reform, how important thy part;
Those minds that are swaying the world unrestrained,
In childhood and youth in thy empire were trained;
Of the wonderful "power of the press" we may talk—
It never can vie with the blackboard and chalk.

An engine so powerful, so mighty to aid—
So simple in structure, so readily made,
A helper so potent in training the young—
'Tis meet that thy praise by the muse should be sung;
For though sages may reason, and orators talk,
They can ne'er tell the worth of the blackboard and chalk.

Educational Herald.

VOCAL MUSIC IN SCHOOLS.

Vocal music claims our attention *as a means to secure physical developement.* It frequently becomes an efficient and indispensable auxilary to health. Many fail in fully inflating their lungs through imperfect breathing, and by singing are under the necessity of prolonging their tones of voice, and thus are obliged to adopt a more full and hearty breathing. Children who are constantly singing are more healthy than those who do not sing. The reason is obvious. Singing tends to expand the chest and thereby increase the activity and power of the vital organs. Dr. Rush thus remarks: "I here introduce a fact which has been suggested to me by my profession; that is, the exercise of the organs of the breast by singing, contributes very much to defend them from those diseases to which the climate and other causes expose them.

The Germans are seldom afflicted with Consumption;

nor have I ever known more than one instance of the spitting of blood among them. This I believe, is in part occasioned by the strength which their lungs acquire by exercising them frequently in Vocal Music, which constitutes an essential branch of their education." And says Gardiner, "The music master of our academy has furnished me with an observation still more in favor of this opinion. He informs me that he has known several instances of persons strongly disposed to Consumption, restored to health by the exercise of the lungs in singing. In the new establishment of schools for children of three or four years of age, every thing is taught by the aid of song. Their little lessons, their recitations, their arithmetical countings, are all chanted; and as they feel the importance of their own voices, when joined together, they emulate each other in the power of vociferating.

This exercise is found to be very beneficial to their health. Many instances have occurred of weakly children of two or three years of age, that could scarcely support themselves, having become robust and healthy by this constant exercise of the lungs." Much more might be quoted from men of eminence to prove the physical benefits of vocal music. It is an error to suppose children will be injured by singing. It would be just as reasonable to say a child's eyes will be injured by looking, or the limbs weakened by walking or the voice impaired by laughing, as to say it is injurious for a child to sing.

There may be, and there doubtless are extreme cases, where the child is injured by severe laughing, or by protracted physical exercise, and on the same principle, by singing; yet such cases are rare and unnecessary. Singing also improves the voice for reading and speaking. It gives smoothness, volume and power to the tones. If a child be required to lift a given weight every day, his strength will be gradually increased; so the voice by constant exercise, becomes strengthened and improved. The child may exert himself beyond his strength and be

injured instead of benefited. The voice may likewise be strained and injured by forcing it beyond its natural compass. It is a rare thing to find children injuring their voices in their amusements. Nor will they be liable to do so in singing. Criers in our large cities often acquire astonishing power of voice by this daily practice. And who ever heard of their losing their voices by it? It can only be dangerous to use the voice in singing, when it would be in speaking, in case of a diseased state of the lungs or other vocal organs. EPSILON.

READING POETRY.

The easiest way of getting along with poetical reading is to have none of it in school. Perhaps I might go farther and say that in many cases it is the best way.

Professor Mandeville says, "it is my opinion, deliberately formed, after much experience and observation, that poetry is the worst imaginable reading to form a graceful and flexible delivery. Its tendency to a monotonous manner is so strong, that even a practiced reader, unless continually on his guard, will insensibly yield to its influence, and glide into song. * * * * * * I earnestly recommend to teachers the propriety of passing the poetical extracts by, until their class or classes shall have read the book through at least half a dozen times; and should they not allow them to be read at all, I shall have the highest opinion of their capacity as teachers." Prof. Russell on the other hand thinks that, inasmuch as poetry is the language of feeling, it is easier for young persons to give it the proper expression than it is to read plain didactic composition with judgement and correctness. I have known little boys five or six years old, who could not read, to learn from dictation and

imitation such pieces as the 'Seminole's Defiance,' commencing "BLAZE with your serried columns," and speak them in the most approved manner. Prof. Bronson himself could not have done better. The first thing is, if possible, to free the children from all embarrassment, and, *if possible*, to keep them out of the hearing of all "schoolboy tones," and then, those who can read at all, will read *easy* poetry quite as naturally as they will anything.

It is pretty certain that every boy, if left to himself selects for his declamations such pieces as those commencing "Again to the battle Achaians—" "On Linden when the sun was low"—"At midnight in his guarded tent"—"The warrior bowed his crested head"—and that he will not touch a prose extract unless it is urged upon him. It is not to be denied that he is liable to fall into vicious habits of sing-song and mouthing, partly on account of the measure, and partly from a poor imitation of those whom he incorrectly supposes to be good models.

Besides the ability to read ordinary prose correctly and understandingly, it is further necessary for a correct reading of poetry that a person should know something about the construction of verse, including quantity, feet, cesural pauses and scanning. I have heard an itinerant *professional* reader of Longfellow's Hiawatha jumble together trochees, iambuses and *prosaics* in a manner that plainly showed that the individual knew nothing of the nature of the *victim* he was thus offering in sacrifice.

A great many *teachers* seem to "have finished their education" before they reached the Fourth Part of Grammar which is Prosody. Not one in ten of those who apply for certificates can tell whether a given poem is Iambic, Trochaic or Anapestic, or explain what is meant by a poetic license. It is not of course to be expected or required that common school teachers should be thoroughly versed in the figures of rhetoric and scanning, and the somewhat intricate and interminable laws of versification. But there are a few things they can learn in a short

time, if they can learn anything; and, we repeat, they must learn them, if they would read correctly themselves, or teach others to read. The few pages of Prosody which are found in all our grammars, together with the explanations contained in most of the Reading Books—more especially in the old Town's Fourth Reader (not the Progressive) will answer the purpose. All "Common," "Long," "Short," and "Hallelujah Metres," together with Milton's Paradise Lost, Cowper's Task, Thompson's Seasons, Pollock's Course of Time are in Iambic Measure.

Eights, Sevens and Fours are trochaic, the last foot in the Sevens being defective. Lines like the following are Anapestic. "At the close of the day when the hamlet is still"—"I am monarch of all I survey"—"The voice of free grace cries, Escape to the mountain"—In the last line, the first foot is an Iambus; theu come three Anapests, with a redundant syllable at the close.

In Iambic lines, it is allowable to introduce a Trochee or a Spondee in the first foot; as, "Life is the time to serve the Lord"—"Passion and envy, lust and pride"—"Angels with wonder see"—"Infinite day excludes the night"—This, besides being a great convenience to the composer, gives variety and vivacity to the composition. A good reader, or a good singer, will have no difficulty in rendering such lines correctly. Some of the modern compilers of hymn-books, however, have undertaken to *improve* upon Isaac Watts, of blessed memory, by making the jingle uniform and identical throughout. Hence we find instead of the original—"Ambition, envy, lust and pride"—"The wondering angels see"—"Eternal day excludes the night"—thereby making everything as regular, monotonous and mechanical as the revolutions of a hurdy gurdy.

"Let each of you gripe fast his orbed shield."—"There is no flesh in man's obdurate heart,"—Both of these lines are Iambic, consisting of five Iambuses, or ten syllables. Let the reader pronounce them, giving a strong accent to

every second syllable. This will require the *e d* to be sounded as a separate syllable, which is very common in Milton, Byron and most other poets. The word *obdurate* which is properly accented on the first syllable, is by a "poetic license," allowed to be accented in this case on the second. It must be so accented, otherwise the line degenerates into mere prose. The teacher would do well to scan the lines of poetry which are to be read, and require his scholars to do the same. He should be careful to point out the difference between scanning and reading, and, in difficult cases, to show precisely how the distinction is to be made. Owing to the imperfection of language, the carelessness of authors, and also to authorized usage, it not unfrequently happens that such words as *the*, *a*, *which*, and the like, occur in the accented parts of a line, and of course are liable to be accented too strongly. "A stone which *from* the brook he fetched."—"And *the* poor service we have done, Meets *a* divine reward." Let the reader, read these lines, giving a little more than the common time and stress to the words *which*, *and*, *meet*, making a very slight pause, and then pronouncing *from*, *the*, *a*, without any stress, but distinctly, and he will succeed in reading them rhetorically without doing serious injury to the measure. It also frequently happens that an important word occurs in an unaccented part of the measure, which is just as liable to be slighted, as those we have been considering are to receive too much attention.

"And now he wakes the harp's sweet sound,"—Here the word *sweet* occurs in an unaccented part of the line, and it is liable to be passed over too lightly; but this, and in fact the last three words, ought to be pronounced with great distinctness, and with considerable stress. An analytical distinctness in the utterance of words and syllables, which would appear pedantic and offensive in ordinary discourse, is admissible and indispensable in poetry. To use a homely expression, we *must* make more *fuss* in poetry than would be allowable in prose.

Children are fond of uttering sounds, and repeating words in measured movement. They have ears to catch them, memories to retain, and to some extent, minds to comprehend their meaning. Even while I am writiug, my little girls are *helping* me by "classifying" some of their old geography lessons ;—"Maine, Maine, Augusta, Augusta"—while a four years old is repeating snatches of a verse on one of her sister's "merit cards,"—

> "Now is the time each child should try,
> In life's bright sunny morn,
> To lay rich stores of knowledge by,
> Ere wintry age comes on."

A good deal she knows about "wintry age" and "rich stores of knowledge"—but she has caught the sounds, and her repetition of them as she trips along in her "bright sunny morn" is not wholly unmeaning, uninteresting or unprofitable. In conclusion, let me urge upon all teachers both of week day schools, and of Sunday schools, to encourage their pupils to commit and recite good poetry, and set the example themselves. There is nothing which furnishes a more agreeable exercise, among others, for the Sabbath School Concert, than for the small children to stand upon the platform, or in their places, and repeat clearly and distinctly such verses as they may have learned under the guidance of their parents or teachers.

M. B.

I call that education which embraces the culture of the whole man, with all his faculties—subjecting his senses, his understanding, and his passions to reason, to conscience, and to the evangelical laws of the Christian revelation.—*Dr. Fellenberg.*

The object of the science of education is to render the mind the fittest possible instrument for discovering, applying or obeying the laws under which God has placed the universe.—*Wayland.*

LEAVES FROM A SUPERINTENDENT'S NOTE-BOOK.

1. Nearly all the summer schools which came under my observation had the unusual good fortune to have teachers of more than average experience. One of them had taught sixteen terms of common school, besides several select schools; another had taught nine terms, another eight, and the average service of them all was more than five terms. The superior excellence of the schools taught by these experienced teachers was very manifest.

Too much importance can hardly be attached to the policy of employing teachers who have already seen service in the work of education. The profession of the teacher, like every other profession, is practiced most successfully by those who have already had the most practice. They are more facile in the use of means already possessed, more ingenious to devise new means when the old prove insufficient, and more successful in awaking and maintaining a lively interest in the duties of the school. No amount of merely theoretical knowledge will compensate for the lack of experience. In all the common affairs of life we recognize this as a correct principle and act upon it.

A few months ago, a gentleman was taken dangerously sick, in a place where he was entirely unacquainted. The names of the physicians in the vicinity were given him, with some information as to their comparative merits. But he settled the question, who should be employed in his case, by saying—"Send for the oldest one." About the same time, a church committee, in search of a minister for a vacant parish, declined to employ a man with all the learning of the college and seminary fresh in his mind, but insisted—"we must have a man who has had experience." In employing a mechanic, we prefer the older workman to the apprentice, and even in engaging a farm laborer, we choose one who has already been so employed, rather than the raw emigrant, who, it may be, has more

bone and muscle, but has not had the experience without which his bone and muscle are more available for mischief than for good.

The same principle ought to be adopted in procuring teachers for our common schools. Excellence in teaching can only be acquired by the actual practice of teaching. It matters not how well educated a teacher may be in all the books which are used in school; he can not impart that knowledge readily and effectually till by experience he has learned just how to do it. Still less will he be able to conduct that delicate part of his work—school government—until he has learned just what kind of human nature there is in boys and girls, by actual association with them in the school-house. When a district, therefore, employs a raw hand as a teacher, it is obliged not only to pay his wages, but to give him tuition in one of the most important parts of his profession; just as he who employs a young surgeon to amputate his limb, has not only to pay the fee, but to provide a subject upon which the surgeon may experiment and qualify himself to amputate the next limb more skillfully. The experienced teacher will require and can command higher wages than the raw hand, but his services are worth as much more as they cost. It is good policy to employ him at higher wages. He will teach more easily, he will communicate a larger amount of instruction, he will have less difficulty with questions of discipline and government, and in all respects will prove himself more worthy of his hire.

2. There is hardly anything which affects more injuriously the interests of schools than the smallness of districts, and the consequent fewness of scholars in many schools. In one school I found only thirteen pupils, in another eleven, in another only seven. The aggregate average attendance in these three schools was less than thirty; hardly as many as a single enterprising teacher would wish to have the charge of. Some of the disadvantages of such small schools are obvious upon a mo-

ment's consideration. The scholars themselves are discouraged at the fewness of their number. The stimulus of emulation—a stimulus, which, if rightly directed, and well controlled, is of great value—must needs be almost wholly wanting in a small school. We often notice the effect of that stimulus upon a large class in spelling, when the eager eye, the nervously uplifted hand, and the quick "taking place" bear witness that emulation has roused all to do their best. But where a school is small, neither the class in spelling nor any other class can be large enough to excite any emulation and the intrinsic value of knowledge furnishes almost the only motive by which the teacher can influence his pupils to be diligent in their studies. But this motive does not affect the average youthful mind with much force. Emulation affords a far more powerful stimulus in the great majority of cases.

Small schools are also exceedingly costly in proportion to their real value. It costs as much to build and keep in repair a school-house for twelve or fifteen scholars as for forty. In the three districts, the smallness of which has suggested these thoughts, three school-houses are maintained when one would be amply sufficient to accommodate all the scholars. Three teachers are employed to do what one competent person would be abundantly able to do. And this triplication of expense runs through every thing connected with the schools—board of teachers, firewood, labors of superintendent and committee, and whatever else. Or to look at the subject from another point of view; the price of three small school-house lots would procure one lot of respectable and convenient size, the money expended upon three tolerable school-houses would build one superior one, the wages of three average teachers would employ one of great excellence, the price of three scanty parcels of apparatus would buy a desirable quantity for one house; and, in every respect, the real value of school-house property and of schools might be multiplied threefold by the consolidation of these three small districts.

P. H. W.

PATRIA SPES ULTIMA MUNDI.

FLAG OF OUR UNION.

National Song. By Hon. Robert J. Walker.

The day our nation's life began,
Dawned on the sovereignty of man,
Her charter then our Fathers signed,
Proclaiming Freedom for mankind.
May Heaven still guard her glorious sway,
Till time with endless years grows gray.
Flag of our Union! float unfurled,
Thy stars shall light a ransomed world.

Americans, your mighty name,
With glory floods the peaks of fame;
Ye whom our Washington has led,
Men who with Warren nobly bled,
Who never quailed on land or sea,
Your watchword, *Death or Liberty*!
Flag of our Union! float unfurled,
Thy stars shall light a ransomed world.

It was the Union made us free,
Its loss, man's second fall would be,
States linked in kindred glory save,
Till the last despot finds a grave;
And angels hasten here to see
Man break his chains, the whole earth free!
Flag of our Union! float unfurled,
Thy stars shall light a ransomed world.

Ye struggling brothers o'er the sea,
Who spurn the chain of tyranny,
Like brave Columbus, westward steer,
Our stars of hope will guide you here,
Where States still rising, bless our land,
And Freedom strengthens labor's hand.
Flag of our Union! float unfurled,
Thy stars shall light a ransomed world.

Ye toiling millions, free and brave,
Whose shores two mighty oceans lave:
Your cultured fields, your marts of trade,
Keels by the hand of genius laid,

The shuttle's hum, the anvil's ring
Echo your voice that God is King.
Flag of our Union! float unfurled,
Your stars shall light a ransomed world.

Hail! Union Army, true and brave,
And dauntless Navy on the wave.
Holy the Cause where Freedom leads,
Sacred the field where patriot bleeds;
Victory shall crown your spotless fame,
Nations and ages bless your name.
Flag of our Union! float unfurled,
Thy stars shall light a ransomed world.

Continental Monthly.

THE YOUNG SCHOOLMASTER.

In a retired district among the mountains of New York, a young lad, just turned of fourteen, was engaged to keep the school for three months. He was an excellent scholar; no doubt was entertained respecting his ability to teach; the question was, could he govern the school? This question was put to him by the trustee who engaged his services. His answer was,

"I can try."

One bright morning in the early part of December he was at his post. The school-house was a comfortable, framed building, though most of the dwelling-houses in the district were log-houses. The pupils began to come in. They were of all ages, from six to nineteen. They took their places silently, and occupied themselves in gazing upon the features of the new "master."

It was with no little difficulty that he could command self-possession enough to announce that school was begun. It was not necessary to call the pupils to order. He then took his pocket Bible, and standing up, he read a chapter, and said, "Let us pray." The pupils all kept their seats (as the exercise was a new one to them), while, with a faltering voice, he asked God's blessing to rest upon their efforts to acquire and communicate knowledge. He next

proceeded to arrange the scholars in classes. When this was done there was one present to whom he had not spoken. He was a large youth, nineteen years of age. He found to his astonishment, that he could scarcely read in the New Testament. He properly belonged to one of the lower classes; but the teacher told him he would teach him by himself. As the work of the school went on, the teacher saw a large number of the pupils watching this overgrown youth, as though something interesting was expected from him. They were disappointed. He attended to the task assigned him, and behaved with the utmost decorum. When the school was dismissed at noon a number of persons were at the blacksmith's shop.

As soon as one of the larger boys came near, one said,

"Has Hugh put the master out?"

"No," was the reply, "he has all the morning been still as a mouse."

"What does that mean?"

"I don't know. There he comes; you can ask him."

"Well, Hugh, how do you and the new master draw together?"

"First rate."

"You have not put him out yet?

"No; and nobody is going to put him out, without putting me out first."

So saying, he passed on, leaving his auditors astonished at his words. Hugh had been a thorn in the side of every teacher for a number of years. He seemed to go to school merely to make disorder and annoy the teacher. He had heard a boy was to keep the school, and he had gone to the house with the purpose of putting him out of doors. Why did he not execute the plan?

He was disarmed by the young teacher's prayer. His old mother, he said, used to pray in the same way, and though he was as wicked as Satan, he would stand by the person that prayed like his mother, who died long ago.

Hugh was the assistant of the young teacher in govern-

ing the school—taking it upon himself to chastise, without the teacher's knowledge, such as did not give heed to his orders. He also made good proficiency in his studies.

School Times.

ENGLISH GRAMMAR.

A Letter to A Young Teacher.

Among others you are likely to find in your school a class but little advanced in English Grammar, or a class beginning that Study. The question for you to consider is, how can I best present this subject to my class? Grammar has to do with sentences. "A sentence is an assemblage of words making complete sense." In this "assemblage" there are found words of entirely different character. The first thing to be done is to sort them, and to become acquainted with each class. If you wished to become fully acquainted with several persons, you would do well to procure an introduction to each separately, and to hold conversation with each apart, at first, and afterwards see them in all situations and relations. You will form at once, a more just and intelligent opinion of the stranger, if you were introduced to him by a person who is his intimate friend, and who has much influence over him; provided he be also an acquaintance of your own. If these persons whose acquaintance you seek constitute a society you will gain a good knowledge of them all soonest by first learning the character of the more influential among them. Now one of the most influential members of the society of words is the *noun.* His most intimate friend, the one indeed on whom he always leans, is the *object,* your own earliest acquaintance. Through the object then you can best come to a knowl-

edge of the noun, and lead others to the same knowledge.

Objects are everywhere about you. In the school-room, are, stove, chair, blackboard, desks, doors, windows, glass, nails, &c. Just without the school-room, are, earth, rocks, stones, grasses, trees, wood, timber, beasts, birds, &c. Let these and other things be pointed out, and their names given, and written on the blackboard. The objects can be seen and handled; the names can be seen or heard. The object makes us think of the name if we know it; the name makes us think of the object if we know it. In the world about us we have objects; in speech and in books we have names. To illustrate; ask John what his folks are doing at home. Suppose him to answer, "Father and James are planting corn, and Mother is getting dinner." Now ask the class what names were used in this question and answer. They will be found to be; John, folks, home, father, James, corn, Mother, dinner. Now let the objects be described, whose names have been given. Again in the book you will find this sentence, "While they were busy at play, Helen saw a poor, feeble, old man coming through the field with a staff in his hand." Ask again what are the names in the sentence read. They will be found to be; play, Helen, man, field, staff, hand. Now as before, having found the names, let the objects they represent be described.

With a few exercises of this kind you can lead a class to understand what is most essential in names and their relation to things. At first, you will only bring forward such objects as can be seen and handled; but there are objects which can neither be seen nor handled, but only thought of or talked about, or written about. These too, have names, and should be considered at a fitting time, but not at first. You can proceed in much the same way with other parts of speech, but bring them forward one at a time, and do not hurry. After the parts of speech or some of them have been sufficiently considered, the idea

of a sentence should be next developed. It may be done after this manner. Give a sentence to your class and question them about it. The sentence, questions and answers may be supposed to stand as follows :

Birds fly. What is spoken of in this sentence ? Birds. What is said about birds ? Fly. What fly ? Birds. What do the birds do ? Fly. How many parts are there in this sentence ? Two. What are they ? Something talked about, and something said of it. Every sentence is something said about something. In reference to the sentence given above, questions and answers may run in this way. What does the sentence tell about ? Helen. What does it tell about Helen ? Saw. Saw what ? Man. What sort of man ? A poor, feeble, old man. Man doing what ? Coming. Coming where ? Through the field. Through what ? Through field. What field ? The field. Coming how ? With a staff in his hand. With what ? With a staff. Staff where ? In his hand. Whose hand ? His hand. Saw when ? While they were busy at play. What does this sentence tell about ? They. What does it tell about they ? Were. Were how ? Busy. Who busy ? They busy. How busy ? At play. And so on.

By such questioning, judiciously varied, and persistently applied, you will bring your pupils not only to a good idea of a sentence, but to a good method of study, which is perhaps (I beg pardon of the practical man) the highest intellectual end of instruction. The sentence can be studied in the manner here indicated before the parts of speech are considered ; and the parts of speech can be introduced in various order. These things are not of much importance. But that you understand the subject yourself, and present it in some familiar way to your younger pupils is all important. E. C.

Teachers' certificates from town superintendents must, to be legal, wear a *five cent stamp*.

SOLUTION OF EXAMPLES IN THE APRIL NO.

1. Four times the length of the side expressed in rods, multiplied by the fraction 3-2, gives the perimeter of the field expressed in lengths of fence. By the conditions, 1-160 of the square of the side is equal to the number of lengths, or 6 times the side. In other words, 1-160 of the side, *multplied by the side*, is equal to 6, *multiplied by the side*. If from these equal products we suppress the common factor, "*multiplied by the side*," we shall have 1-160 of the side equal to 6, and the whole side equal to 960 rods, the Answer.

2. If 30 parts in a hundred represent the gain, 70 will represent the cost, and if 15 per cent is discount, 85 per cent will be the avails. The difference between 70 and 85, is the actual gain, which is 15-70 or 3-14 of the cost. This fraction reduced to a decimal is, 21 and3-7, which is the gain per cent on the goods.

3. This question belongs to "Indeterminate Analysis" in Algebra; and as at present advised, I should say it does not belong to Arithmetic. Let x denote the number of cows, y, the sheep, and z. the chickens. It is required to find all the *integral* and *positive* values of x, y and z that are possible.

(1) $x+y+z=100$ animals.

(2) $25x+y+\frac{z}{9}=100$ dollars.

Subtracting (1) from (2),

$$24x-\frac{8z}{9}=0;$$

$$x=\frac{z}{27}.$$

As x is to be a positive whole number, the lowest value we can assign it is 1, which will make $z=27$; and substituting these two values in equation (1) we obtain the

value of $y=72$. These numbers at their respective prices will amount to $100.

If we make $x=2$ then z will equal 54, and by substituting as before we obtain $y=44$. These numbers again, at their respective prices, will give just $100.

If we make $x=3$, then $z=81$, and $y=16$—which also answer all the conditions. If we make $x=4$, then $z=108$, and $y=-12$; which numbers will *not* answer the conditions. We conclude therefore, that the man must buy 1 cow, 72 sheep and 27 chickens, or, 2 cows, 44 sheep and 54 chickens, or, 3 cows, 16 sheep and 81 chickens.

M. B.

Here is another solution of the (2) example with a different result.

2. If the gain is 30 per cent, the price is $\frac{130}{100}$ of the cost. $130\times.85=110.5$

$110.5-100=10.5=$Ans.

PROOF.

Suppose the note for $3900.

$3900=\frac{130}{100}$ of $3000=$Cost.

$3900\times.85=3315.$

$3315-3000=315=$actual gain.

$315.00\div3000=10.5=$gain per cent. T.

The following Example is sent to the Journal for solution.

A. and B. receive $100 for 120 days work. Of this sum A. recives $3 while B. receives $2. How much does each receive per day?

The interest manifested in our Mathematical Department is gratifying. We wish our correspondents would favor us with more of the *practical* in Reading, Spelling, Writing, Grammar, Geography, &c. Let our experienced Teachers tell our readers in a familiar way, *how to conduct classes* in these different branches. Many *young* teachers would be interested to know. A half hour in the *school* room is worth a day in the *lecture* room, on this subject. ED.

EDITORIAL DEPARTMENT.

Our Summer Schools are about to commence, under the management and instruction of our "Home Guard." Vicksburgh and Charleston are not yet taken, but they are besieged; Ignorance and Sin are yet behind their fortifications and are as bold and defiant as ever. But our siege guns are planted, our noble army is in motion and the campaign opens with cheering prospects of success. Never, we believe, were the schools of Vermont in a better condition. Thanks to our earnest and efficient Secretary and the few live friends of the Cause (with an *indignant* remembrance of our stupid Legislators,) the noble work progresses. Parents are waking up to realize the importance of education for their children; teachers as a class are better informed and more interested than ever before, and the spirit of progress seems to pervade the whole community. Under these circumstances, we welcome the return of our noble band of Teachers to their chosen field of labor. But fellow Teacher, do not forget, you come laden with a fearful responsibility. It is a noble and important work in which you are engaged. Somebody has said, "It would honor an angel to teach a child." Yet, this trust is not committed to angels, but to erring men and women. Let no one commence this new term of service, unconscious of the dignity of our profession, or of the great importance of the service which he may render.

Make the most of your time, and let all your strength and energy be bestowed upon your school. Read, think and act for no other object. You can be true teachers in no other way. Your district, indeed, your profession demands of you the entire consecration of all you are and *can be*, to this one object. What are your means for self improvement? Do you take a School Journal? Have you the Teachers' Library? You ought to own those books which impart professional knowledge and to study them attentively. The Clergyman, Lawyer and Physician always have a Library selected with special reference to their peculiar field of labor. And why should not a Teacher have one adapted to *his*? You should have access to some daily or weekly newspaper, so as to be posted in regard to passing events. That teacher cannot expect to make intelligent pupils who is not himself intelligent. You ought to attend every

Institute and Teacher's Meeting that comes within your reach, that you may avail yourselves of the views and methods of other Teachers and profit by their experience. You ought to study human nature, that you may learn how to manage and properly instruct your pupils and how to adapt yourself to the Society in which you mingle. To this end, become thoroughly acquainted with the families from which your pupils come; study each member at home, by the way and in the school, and then adapt your treatment and instruction to the peculiarities of each. This suggestion is of great importance to the young teacher. You ought every day, to prepare yourselves by careful study for the recitations which you are to hear. No teacher, young or old, can teach *well*, who gives no previous thought nor study to the subject of the lesson. In a word, "Do with your might what your hands find to do," and success will reward your labors and honor your fidelity.

RUTLAND HIGH SCHOOL—At a late meeting for the choice of officers, after the transaction of ordinary business, a discussion arose as to the propriety of raising the grade of the school by establishing a higher standard of preparation necessary for admission; and the matter was referred to the Prudential Committee, with instructions to make the necessary arrangements for that purpose. This school has already *as high* a "grade" as any graded school in the State. But *excelsior* is their motto still.

PERSONAL.—Truman H. Safford, formerly of Royalton, in this State, who will be remembered for the marvellous faculty possessed by him, as a boy, of solving, almost instantly the most difficult problems in figures, and who has been for some years connected with Harvard College, has been recently appointed to an assistant professorship in that institution.

HARPER'S PICTORIAL HISTORY OF THE GREAT REBELLION. The two first Nos. of this promised work are on our Table. If these are specimen numbers, our expectations are more than realised. The style and comprehensiveness of the history must be satisfactory to all; and every topic is fully illustrated by well executed engravings of men and scenes connected with the Great Rebellion. See advertisement in the present No of the Journal.

GODEY'S LADY'S BOOK for April is splendidly illustrated, and has its usual rich variety of reading matter. No center-table is complete without it. The Address is *Louis A. Godey*, Philadelphia.

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What teacher has not been afflicted in trying to make his pupils understand some of the simplest principles of Geography while attempting to teach from the ordinary flat map? Apples suspended by strings, and oranges with pins stuck into them, have been the rude accompaniments of many a teacher's desk while vainly trying to elucidate the "knotty" points. The necessity so long felt for something with which to illustrate properly the positions and movements, as well as the form of the Earth, is at last met.

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all difficulties are overcome, making light the task of the teacher, giving "*correct knowledge*" to the scholar, and making the study pleasant for both. Testimonials almost without number have been received from teachers of every grade, speaking in unqualified terms of the merits of this Globe. Another blessing for the school-room is the

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THE

Vermont School Journal.

Vol. V. JUNE 1863. No. VI.

MENTAL AND PHYSICAL RECREATION.

Few Teachers realize the importance of Recreation as a disciplinary agency in school. Still fewer successfully employ this agency in their school management.

We all know that there is an intimate and inseparable connection between the mind and body, and that mental culture cannot be successfully carried on, unless proper regard is paid to the *physical.* Close confinement and constant application unfit the mind for study and defeat the very object of school. Both body and mind must have recreation, and even more than the ordinary recesses and holidays of school life afford.

Moreover, in every Teacher's experience, there are certain hours and days when the fiend of disorder seems to reign in the school-room. You cannot assign any reason; all you know is, that the very atmosphere is pregnant with anarchy and confusion.

"It would seem," says Dr. Huntington, "that the ordinary laws of unity have been suddenly bewitched; the whole school is one organized obstruction; the scholars are half unconscious incarnations of disintegration and contraposition—inverted divisors engaged in universal self-multiplication."

Under these circumstances what can you do? Let the same writer answer.

"You may tighten your discipline, but that will not blind the volatile essence of confusion. You may ply the

administration, but resistance is abnormal. You may flog, but every blow uncovers the needle points of fresh stings. You may protest and supplicate, and scold and argue, inveigh and insist; the demon is not exorcised, nor even hit, but is only distributed through fifty fretty and fidgety forms. You will encounter the mischief successfully only when you encounter it indirectly."

Here comes the application of the proposed remedy, mental and physical recreation.

Let an unexpected change in the ordinary exercises, divert the attention of the scholars; let some general theme be introduced in a familiar lecture, or exciting narrative; or if nothing better is at hand, let all say in concert the multiplication table, or sing "old hundred," and the work is accomplished. "The room is ventilated of its restless contagion and the furies are fled."

Add to this mental, the physical recreation of school gymnastics, and you have a still more effective disciplinary agency.

The introduction of gymnastics as a regular exercise in school, is of recent date, but its importance, not only for physical development, but on account of its bearing upon School government, is now generally acknowledged. The exercise is attractive and exhilarating in the extreme, and hence, it will relieve the school of that morbid insensibility, or careless indifference which so often result from the monotony and burdened atmosphere of the school room.

Every movement is measured by exactness and regularity and is controlled by the will and example of the master. Hence, this drill tends to bring the school into subjection and to secure obedience.

It is universally admitted that no discipline is so perfect as the *military*. And does not this result in a great measure, from the exactness, rigidness and regularity of military drill? Does it not bring the soldiers into subjection to their officers and form in them, the habit of obedience?

But gymnastic drill is not unlike military drill. The dumb bells and wand are substituted for the gun and sword, but the evolutions of gymnastics have all the variety and exactness of a dress parade. And they tend also to produce cheerfulness, system and good order, such as no other kind of school recreation can.

But can this system of gymnastics be introduced into all our schools? I answer, it can be, without difficulty. Teachers who do not understand it, may in one term, at the Seminary where it is taught, learn all they need to know. Or they may purchase for one dollar, Dr. Dio Lewis' New Gymnastics, a book fully illustrating the theory and practice of gymnastics. Hence, every teacher may learn the system so as to be able to conduct a class.

The necessary apparatus is simple and cheap and may be used in any school-room in the State.

It is important that the attention of our teachers should be directed to this subject; for the time is not far distant when gymnastics will be regarded as indispensable in every good school, not only on account of its utility, but as a means of securing system and good order. O.

THE exclamation of Kossuth when he entered New England was, "My God, what an intelligent people!" Let us remember this exalted *prestige*, and magnify our profession through whose existence, as an element of power, it is maintained!

THE MOST IMPORTANT BOOKS.—Next to the Bible, the most important book for the human race is doubtless the almanac. Without accurate measurement of the day and year, there could be no chronology; without chronology there could be no history; without history there could be no national or generic experience; without such experience there could be no progress, and without progress there could be no civilization.—*Prof. Lewis.*

The leading principle in the art of Teaching, is to give the learner confidence in his own powers.

THE THUNDERHEAD.

If one has ever noticed the volumes of vapor which are thrown into the air from the locomotive during a cold morning in winter, he may have observed that the outer surface of this vapor consists of small spherical masses. We have here a good representation of the *clavated cumulus*, or thunderhead clouds, called *clavated* because of their knobby appearance. But the cumulus clouds, instead of being formed near the surface of the earth as are those from the locomotive, are formed at a considerable height in the air.

The question may be asked—Why are clouds formed at all? The answer is because a certain degree of cold always condenses invisible vapor into *vesicular* vapor, which is cloud. If the degree of cold is great enough at the surface of the earth, the cloud will be formed there. The moisture deposited on the outside of a tumbler of ice water in summer is as much a cloud as if the condensation had taken place in some of the higher strata of the atmosphere. Place a tumbler of cold water on the table, of a summer's day, and wipe off the moisture deposited on its outside until by the water losing its coldness the moisture nearly ceases to be formed. At this instant put a thermometer in the tumbler and mark at what degree it stands. Suppose it stands twenty degrees lower than the thermometer in the open air. Now if there is a mass of clavated cumulus in the air at the same time, we can tell how high it is above the suaface. It will be twenty hundred yards, because the air grows cool by one degree for every hundred yards that we ascend above the surface, and the degree of cold where the cloud is formed must be precisely that which prevails in the water of the tumbler; because the same degree of cold is necessary to produce

cloud, or condensed vapor, in both places. But the clavated cumulus is formed at a considerable heigth, where the air is thin and cold, and the spherical or clavated masses of which it is made up, are due to a great degree of heat —as it were like that of the locomotive. How are we to account for this? When invisible vapor rises from the sea by the heat of the sun, a certain amount of heat becomes latent or concealed, because it requires a great deal more caloric to heat vapor, which is expanded water, than it does the drop of water from which it is expanded. But when this vapor is condensed again, and becomes a drop of water, its latent heat is given out. Evaporation produces coolness and condensation produces warmth. Now when the thunderhead is formed over the land of a summer's afternoon, condensation takes place so rapidly that a great deal of heat is suddenly given out, and this causes the cloud to bulge out into spherical masses, like clouds from the locomotive. Whenever these *clavated cumuli* are seen, they denote the presence of much vapor and rapid condensation; and if they are seen in the morning, storms are sure to take place during the day. These clouds also exhibit another sure sign of rain. It is when they are crossed by horizontal strata of cloud· How often has the hay-maker, of a July's afternoon, watched the thunderhead as it grew blacker and blacker among the hills in the west! How he springs to his work to save the drying hay from the impending shower! See the all pervading gloom; the hurried motion of the birds as they hie for shelter to the thickets; the anxious looks of the oxen as they are hastened from cock to cock—see the forked lightnings dart and hear the thunder roll! It is like the continued roar of battle. And now, become a nimbus, the thunderhead sweeps with deluging torrents over the land. On, on the tempest rushes and roars, and the whole air becomes thick and dark with the storm. At length the black cloud passes on; all torn and shapeless with its own fury, muttering as it goes; the

setting sun smiles out upon the yet tearful scene; the birds come forth with renewed songs of joy, and the bright bow of peace and beauty spans the refreshened land.

The thunderhead, at first peaceful and almost immoveable, goes on rising higher and higher; every new accession of vapor from the reeking land below adding to its bulk and height, until at last it reaches the upper current from the westward, by which it is borne along at the rate of sixty miles or more an hour over the surface of the earth, and thus forms the thundergust which we have here described. Such appears to be the origin of some of our thunder-showers in Vermont. J. W. P.

WOMAN.

BY HARRIET M'EWEN KIMBALL.

As though no shade of human wrong fell darkly on their beauty,
And all men walked in brotherhood the shining ways of duty,
The blessed summer days glide by in calm and sweet succession;
God writes on Nature's palace-walls no curse against oppression.

The strong man arms him for the fight; he hears the bugle calling;
And while between the patriot-shouts her tears have time for falling,
Pale woman plies the threaded steel, nor shapes her lips to singing,
But still with every stitch she draws the pearls of prayer is stringing.

She thinks of those whose wounds are fresh; of those in death-sleep lying,
Whose brows of youth and manhood won their brightest crowns in dying;
She thinks of others brave and true, hid in the smoke of battle,
Where bayonets gleam, and cannon roar, and bullets hiss and rattle.

She shudders while the words of fate along the wires are chasing,
Or trembling waits the hurried line some comrade may be tracing;
Her heart grows faint; she lifts her hands in anguished imploration:
'God save my soldier!" first she prays, and then "God save the nation!"

And when she moans: "The very thought of loss doth overcome me!"
Crying: "If it be possible, oh, let this cup pass from me!"
God chides her not if, choked with sobs, she adds to her petition
But brokenly Christ's after words of meekness and submission.

He saw her pale with victory in the dark hour of trial,
When Self lay slain, and sorrowing love was fettered with denial;
And the Divine One who alone can clearly read the human,
Traces the hero's autograph through tear-blots of the Woman.

THE OSWEGO PRIMARY SCHOOLS.

The Primary Schools of Oswego are divided into three grades, each requiring one year for the completion of the training pertaining to it. Entering the room appropriated to the lowest grade—the pupils being from five to seven years of age—we found the teacher giving the whole school a lesson introductory to geography, called "A Lesson in Place." The pupils were severally required to come forward, and place their hand on the right-hand end of the table before them, then on the right-hand front corner, left-hand back corner, the centre, the centre of the front side, of the right end, &c.

They were then ordered to place an apple, a cube, or something of the sort, upon any one of the places named, and to do it exactly. If the centre was mentioned, the object must be placed as exactly upon the centre as possible without measurement. There could be no placing the object *almost* upon the point indicated. Indeed in this, as well as in all the other exercises witnessed, there was an effort at exactness and thoroughness but too rarely witnessed in our primary schools.

The table having been studied in respect to the relative position of its different parts, the next step was to make a drawing of the top of the table upon the blackboard. Then the apple or cube was represented in the drawing

in the different positions it had occupied on the table; and the pupils were called upon to name the positions, as the front of the table, right-hand end, centre, &c. In this way the pupils learned the true relations between a drawing and the object represented, a far more difficult thing with young children than is generally supposed.

Then followed a lesson on the points of the compass; the pupils being required to locate the different parts of the room in reference to those points. A drawing of the floor of the room was made upon the blackboard, with the table, stove, &c., drawn in their proper positions. The pupils were then required, as before, to name the position of the stove and table in the drawing, in reference to the points of the compass. In this way, and we think in this *only*, can young children obtain a correct knowledge of north, south, &c., as applied to a map drawing.

Advancing from this very elementary beginning, the pupils next proceeded to study the geography of their own city before trying to locate London or Timbuctoo on the map. The principal streets with their cross streets are drawn upon the board, the public buildings, and many of the children's residences are located in the drawing; and thus a firm foundation is laid for the subsequent study of books on geography. In the three years of the Primary school the pupils only advance through the geography of their own country. Is not this decidedly sensible? Indeed, is it not a great advance on the ordinary way of commencing geography?

No reading book—indeed, *no book whatever*—is used during the first year. During the second and third years a reading book is used, but no other. Reading is taught by the aid of the blackboard on the phonetic plan, the pupils learning only the sounds of the letters at first, and of course spelling by sounds. This is still further simplified by their learning only the short sound of the vowels during the first year; and thus the little ones are not confused by finding at the outset several sounds repre-

sented by the same character, till they have mastered the most common of the vowel sounds, the short one. This method of commencing to read also commended itself very strongly to our judgment.

In the second grade of the Primary school, the pupils from six to eight years old, make all their calculations in number by the aid of beans. Along the entire side of the room is a box, something like a chalk-box, though nearer the floor; and a few inches above this box is a shelf eight to ten inches wide, upon which the pupils while making their numerical calculations arrange their beans taken from the box below. Thus, every example, whether from the book or teacher, is verified by the ever present beans. How perfectly adapted is this simple method of commencing arithmetic to the natural wants of the unreflecting child!

In another room of the second grade, we witnessed an exercise called Invention. The pupils were given two or three geometrical forms upon the board, such as an equilateral triangle, and a square, say a half dozen of each sort, and were then told to combine them on their slates into various patterns or designs as beautiful as possible. The figures thus produced were almost countless, while many of them showed decided taste and originality. This exercise, besides its direct effect upon the inventive powers of the pupils, has an additional value, from the fact that it may be profitably used to fill up time not otherwise employed.

Each of the classes in the primary department has almost daily drill in form, place, weight, or size. In the lowest class upon the day of our visit, the pupils had a test exercise with the class above them, which consisted in an attempt to draw one hundred lines upon the slate precisely an inch long. The lines, after being drawn were tested by the teacher with a rule, and found to be surprisingly accurate, very few differing by any perceptible difference from an exact inch.

By drawing lines upon the blackboard or floor, and then measuring them with a rule, they learn the length of a foot, a yard, and a rod. In the same way they also learn height. By using a surveyor's tape they measure a half mile along the street, and then walk that distance and back, thus acquiring the idea of a mile. How few pupils, even in our higher departments, have any accurate knowledge in respect to length or distance! A pupil of ours lately in her composition, describing the school building (50 by 75 feet), said it was about twenty feet wide. Another said it was one hundred feet high!

By repeated experiments the pupils obtain very accurate knowedge of relative weights. The teacher passes a piece of lead weighing an ounce round the school for all the children to feel its weight, or to "heft" it. In this manner other weights, as a quarter of a pound, a pound, or two pounds, are subjected to the "hefting" process. The pupils are then asked to estimate the weight of bodies, after which they are weighed before them to test their accuracy in *weighty* calculations. Afterwards a piece of wood, a piece of iron, &c., are weighed in the presence of the school, to show that it takes a larger bulk of these substances to make an ounce or a pound than of the lead; and thus is acquired the idea of relative weight of different bodies, or specific gravity.

There certainly cannot be two opinions relative to the value of such exercises as these. Why, then, have we not more of such common-sense teaching for the little ones? These lessons are needed not merely in the Primary school. We lately asked a young lady of our school to estimate the weight of a fourteen pound dumb-bell that we placed in her hand. She *guessed* it weighed fifty pounds! A. G. H. IN OHIO ED. MONTHLY.

There are only two words in our language that contain all the vowels in their regular order. What are they?

TEACHER'S POSITION AND RESPONSIBILITIES.

The importance of a thorough preparation for the teacher's calling—of regarding the art of teaching as a science demanding study, is a theme upon which much has been written, with very favorable results. Its truth is now generally acknowledged. Public opinion has undergone a great change within the last quarter of a century, more especially respecting district Schools. Formerly one who could wield well the rod, had been through the spelling-book,—I cannot say mastered it,—partially understood Arithmetic as far as "Rule of Three," and could write an intelligible hand, was considered qualified to teach any school in a rural district. But happily for those whose school-days are cast in these later years, some enterprising mind, stimulated in thought, perhaps, by the remembrance of bodily suffering, and patient endurance, directed attention to the subject, and instituted a reform. Besides, that progress which was made in every department of science pointed to this evil as one of the first to be remedied.

That the science of teaching should be made a subject of special study, is obvious from the very nature of the calling, and its attendant responsibilities; that it is not, is owing to the fact that so few contemplate pursuing teaching as a profession— a life-work. It is undertaken merely as present employment. In every other department of labor, both physical and mental, laborious years of toil precede proficiency. The sculptor first tries his skill upon rude stones before he attempts his master-pieces. And how patiently he labors, year after year, until he is able to cause the shapeless marble to become the representative of a living form,— the embodiment of his own idea. And should the sculptor of mind, the carver of intellect enter upon his profession with less

preparation, since each impression is ineffaceable? and should he not exercise equal patience though the struggle be long and laborious?

The responsibilities of the teacher are proportional to the importance of his calling. The directing of thought —the developing of mind, and consequently, the destiny of the man is in his power. To the youth emerging from the shadows and dreams of childhood, life is full of strange realities. He is, as it were, in a new world, each familiar object has a new signification. As one who has been blind, when restored to sight, is surprised at the appearance of those objects which he knew only by the sense of touch, and of whose beauty, and variety he had no adequate conception; so the youth as he contemplates the operation of law in every change of nature, is filled with admiration, and wonder, and as his mind unfolds to receive these truths, he finds a new subject of study in his own constitution. Then it is that the mind is susceptible to lasting impressions, then he should be encouraged to aspire after noble aims, to develope those faculties which give strength and manliness to character, and to follow out those impulses which lead to noble endeavors.

But we have only touched upon an exhaustless theme. These considerations should stimulate every teacher to hopeful effort, and vigorous exertion knowing that this "labor will not be in vain." H. R. S.

GREETINGS OF DIFFERENT NATIONS. "How do you do?" that's English and American. "How do you carry yourself?" that's French. "How do you stand?" that's Italian. "How do you find yourself?" that's German. "How do you fare?" that's Dutch. "How can you?" that's Swedish. "How do you perspire?" that's Egyptian. "How is your stomach," Have you eaten your rice?" that's Chinese. "How do you have yourself?" that's Polish. "How do you live on?" that's Russian. "May thy shadow never be less?" that's Persian; and all mean much the same thing.

CONCLUSIONS DRAWN FROM EXPERIENCE.

That the best way of making friends of parents is to make friends of their children.—That a teacher who tries to please everybody will be likely to please few, or nobody.—That it is easier to keep out of difficulties than to get out of them.—That a school which is controlled by the least government is best governed.—That the general tone of a school never rises above that of the teacher. —That a pleasant face does more good in school than a cross one.—That a teacher who does not govern himself cannot govern his school.—That a noisy, blustering teacher is sure to have a noisy, disorderly school.—That a teacher's skill is better shown by his success with dull pupils than with the bright ones.—That, in teaching, quality is of more importance than quantity.—That a thorough exposition of principles is more valuable than specific modes of operation.—That explanations should be given in few words, carefully arranged, and slowly uttered.—That instruction, to be valuable, should be clear and exact.—That memory and reason should be trained together—not one to the neglect of the other.—That children are quick to discover a teacher's weak points.—That they are prone to annoy a teacher who is easily annoyed.—That they love a teacher who manifests genuine love for them.—That they are influenced more by example than precept.—That perpetual scolding does them much harm and little good.—That they are more effectually governed by patient kindness than by physical force.—That they become worthy of confidence in proportion to the confidence placed in them.—*Massachusetts Teacher.*

JOURNALS OF EDUCATION are coupling-poles that hitch you on to the car of professional progress, thus prventing your being left behind the times.

Words and numbers—language and mathematics—constitute the basis of education.

TEACHING SPELLING.

In conducting oral exercises in spelling, pupils should pronounce each word distinctly before spelling it, and they should never be allowed to try twice on a word. Whenever a pupil misses a word, let him afterward be required to spell it correctly. This may be done as soon as the correction is made in the class, or deferred till the close of the recitation.

In giving out the words to a class, teachers sometimes commit the error of departing from the regular pronunciation, for the sake of indicating the orthography. Thus in the word *variance*, the vowel in the second syllable is given very distinctly as long *i*, to show that the letter is *i* and not *e*. The words should in all cases be pronounced exactly as they are pronounced by a correct reader.

As pupils are constantly liable to misunderstand the pronunciation of words, it is a very useful practice, in all written exercises, to call on some pupil in the class to re-pronounce each word distinctly, as soon as it is pronounced by the the teacher.

Special attention should be given to syllabication, in connection with both written and oral spelling. In oral spelling, pupils should syllibicate in all cases, as in the following example: *a-m am, p-l-i pli, ampli, f-y, amplify.* In written spelling, it may not be necessary to syllabicate at every recitation; but in a portion of the exercises, even in written spelling, pupils should be required to divide the syllables, and failures should be marked as errors.

Teachers should bear constantly in mind, that unless habits of correct spelling are formed early, there is very little probability they will ever be acquired.

However thorough the drill in spelling may be, from the lessons of the speller and reader, every teacher should

have frequent and copious exercises in spelling words from other sources. These should be words in common use, chosen as far as possible from the range of the pupil's observation, including the new words that arise in object lessons, and in geography, arithmetic, grammar, etc. The more difficult of these words should be written in columns on the blackboard, and studied and reviewed with the same care as lessons from the speller and reader. Failures in spelling these words should be marked with errors, the same as failures in any other lessons.

Teachers should put forth their best efforts, especially in primary classes, to secure the attention of the pupils, and render the lessons as interesting as possible. Occasional exercises in "choosing sides," when properly conducted, may be made highly useful. The exercise of "spelling down" a class may be resorted to occasionally with good effect.

If a teacher finds at any time, while conducting an exercise in spelling, that a portion of his class are becoming listless, he can easily recall their attention by the following simple measure: The whole class pronounce distinctly the word given by the teacher, as *notation*; then one scholar says *n*; the next *o*; the next pronounces the syllable *no*; the next says *t*; the next *a*; the next *ta*; the next *nota*; the next *t*; the next *i*; the next *o*; the next *n*; the next *tion*; then the whole class pronounce the word *notation*.

Another useful method is to read a sentence of reasonable length, and require the members of a class to spell the words in order; the first scholar spelling the first word, the next scholar the second, and so on to the end.

Wells's Graded Schools.

The teacher should be well acquainted with the true answer to every question, and the correct pronunciation of every word in the several lessons.

THE MARBLE WAITETH.

In the quarry where Nature has placed it, lies a shapeless block of stone. Ages has it been there, and still it is left undisturbed in its quiet resting-place.

But thus to lie forever hid from human vision is not its destiny. "The marble waiteth" until the artist's eye has searched it out and placed it in his lonely studio. Unseen is the form to which it is to be changed except to the mind, of that truly "Great Unknown." "The marble waiteth" for the master-hand to chisel its shapelessless into beauty. Many days and months and years pass away, and each day and month and year sees the marble waiting for its full perfection. But at last springs out from the block of stone, that glorious creation of art, that inimitable model of beauty and grace, the "Queen of Statues."

For the teacher also "the marble waiteth." What forms it shall take, these passing days and months and years are deciding. We have to do, not with inanimate matter, but with living spirit. Rough and shapeless we find the material as Nature has left it; it is for us to give it form and beauty. Are we true artists? Then our hearts must be in our work, and our energies should all be bent to its accomplishment. We must remember that our every word and action is chiselling the marble, slowly, but none the less surely. The hand should be firm and steady, for one slip may cause an unsightly defect which can never be removed.

To the sculptor it is given to behold the perfection of his art when the statue is finished. Not so with those who work on *living* marble. We must wait, for Time will not show; Eternity only will disclose to our eyes the forms which we are now moulding.

W.

TEACHER, BE GENTLE WITH CHILDREN.

"He who checks a child with terror,
Stops its play, and stills its song,
Not alone commits an error,
But a great and moral wrong.

"Give it play and never fear it,
Active life is no defect;
Never, never *break* its spirit,—
Curb it only to direct.

"Would you stop the flowing river,
Thinking it would cease to flow?
Onward it must flow forever,—
Better teach it *where* to go."

ANALYSIS. NO. 1.

Analysis means loosening up. The analysis of a sentence is such a loosening up of its parts as enables one to look into and through its meaning. In this article, I propose only to speak of and illustrate that analysis of sentences which is independent of Grammar; which conduces to the acquisition of all knowledge by leading to the habit of constantly inquiring what is the meaning of that which is read, heard, to be spoken, or written; and which specially conduces to the acquisition of grammatical knowledge, by leading one to separate sentences into their principal parts and to observe the relations of these to each other, and of the subordinate to the principal parts. The introduction and practice of this analysis belongs exclusively to no one study or stage of study.

When the child reads in the Primer, "The cat can catch a rat," it is proper to ask, what this sentence tells about, what it says of cat, what the cat can catch. When he reads, "The roe went bounding o'er the plain," it is proper to ask, what is here spoken of, what is said of roe, how was the roe acting and appearing as it went, where was the going of the roe. Also when the child, reciting his first lesson in Geography, repeats; "Geography is a description of the earth," it is proper to ask, what this tells the meaning of, what is said about Geography, what a description of the earth is, what it is that describes the earth, what Geography describes.

I need add no further illustration here. This kind of analysis is too simple to require extended discussion, and it is too important to be passed over without separate notice. E. C.

Mr. Editor,

Will you, or some of your correspondents explain the principle involved in the following sentence? "James,

come to me." James by most grammarians, is parsed in the independent case by address, and come as agreeing with thou or you understood. Why not parse James as the direct subject of the verb? M. F. V.

PARSING LESSON IN MARCH NO.

I do not parse the italicised words, but only express my views of the difficult points encountered in parsing them. "He was offered *three thousand dollars.*" This sentence is wrong. It should read, Three thousand dollars were offered him, i. e. to him. As the sentence is given, *three thousand dollars* is an adverbial adjunct of *was offered. Dollars* is the principal word of the adjunct and is the objective case without a governing word. *Three thousand* (3000), is a compound adjective and belongs to dollars.

"*Hardby* the cottage chimney smokes *from betwixt* two aged oaks." *Hardby* is a compound adverb and modifies smokes. *From betwixt* is a double, or compound preposition and shows the relation of oaks to smokes.

"He acted during the day *as* president." *As* is a conjunction uniting he and president; or a particle of special application, applying president to he.

"*White* breaks the clouds away." *White* is an adjective belonging to clouds: it denotes a quality of clouds resulting from their breaking away. "*Sweet* is the *coming on* of evening mild." *Coming on* is a noun, nominative and subject of is. *Sweet* is a predicate adjective and belongs to the subject. *Coming on* may be further resolved: coming is a noun, but in its participial character is limited by the adverb *on*. "*He*, being a worthy *man*, was promoted." *Man* is a noun predicate nominative after *being*, since being is an intransitive participle and *man* represents the same person as *he* to which *being* relates. "Man

shall not live by bread *alone.*" *Alone* is an adjective belonging to bread. That is alone which is unaccompanied: by bread alone—by bread unaccompanied with other food. "*He remained* in London *almost a year.*" *A year* is an adverbial adjunct of remained, and is itself modified by the adverbial adjunct almost. *Year* is a noun in the objective case without a governing word. *Almost* is an adverb modifying the adverbial expression—*a year.* E. C.

SEVERAL PROBLEMS.

We wish to speak of several things in this article. First, let us take issue with the correspondent who solved the example in the April Journal by Algebra and thinks it cannot be done by Arithmetic. Perhaps he will call the Golden Rule of Arithmetic, Double Position, an algebraic method. We grant it. So is Square Root geometric. Still both are arithmetical in an important sense. In Position any one can easily see that the supposed numbers bear a fixed proportion to the results. In the present case it is evident that the number of sheep will be the same as the number of dollars paid for them; also that in any such case we must have only *one variable function.* Suppose there be had 1 cow and 18 chickens. 1 cow=$25,00

18 chickens= 2,00

$100—$27,00=$73,00=Dollars paid for sheep and number of sheep. Then 1+73+18=92 which should be 100. 1st. Error —8.

Again, suppose 1 cow and 36 chickens. Proceeding as before we determine the second error +8. To balance the errors 8×18=144

8×36=288

16)432(27=No chickens. Then 72 sheep.

1 cow+72 sheep+27 chickens=100 animals. Proof.

Again suppose 2 cows and 63 chickens.

2 cows=$50,00
63 chickens=7,00
$100—$57,00=$43,00=No. sheep.

Then 2+63+43=108 which should be 100. 1st. Error —8. Again suppose 2 cows and 36 chickens. Proceeding as before we determine the second error —16. Balancing errors 63×16=1008

36× 8= 288
24)1296(54=No. sheep.

In the same way we may suppose 3 cows in each of two cases, which will aid the operation, since 4 cows would be worth $100,00.

Another problem was discussed in the schoolroom yesterday: viz. A tree 32 feet high is cut so that the top rests at a point 16 feet from the base. Required the height of the stump? Or given the sum of two sides of a right-angled triangle 32 feet and the base 16 feet to find the sides.

The sides of a right-angled triangle bear the ratio 3, 4, 5 to each other in the order of length. Then perpendicular : hyp. : : 3 : 5. Therefore, 3-8 of 32=12 feet=perpendic. ,5-8 of 32=20 feet=hyp. Is not this method better than the solution by geometry?

Analysis is much neglected, especially in respect to ratio. In what text-book on Arithmetic is it distinctly stated as an important principle that, given the product of two factors and their ratio, the square root of that part of the product expressed by the ratio, is one of the factors, greater or less according as the fraction is improper or proper? E. G. Given the area of a field, 30 acres, and the length 3 times the breadth. 30 acres=4800 rods. 1-3 of 4800=1600 $\sqrt{1600}$=40=breadth.

Again, what number multiplied by 1-2 itself will give 4 and 1-2? $4\frac{1}{2}=\frac{9}{2}$ $\frac{9}{2}\times\frac{1}{2}=\frac{9}{4}$ $\sqrt{\frac{9}{4}}=\frac{3}{2}$=smaller

factor. $\frac{3}{2}\times 2=3=$No.

The following problem is proposed. Sum of the infinite series $\frac{1}{2}$ $\frac{1}{6}$ $\frac{1}{12}$ $\frac{1}{20}$ $\frac{1}{30}$ &c. T.

There is a circle 36 inches in diameter. Two lines cross it parallel to the diameter. How far from the circumference must one of the cords be, to cut off 1-3 of the area?

M. F. V.

EDITORIAL MISCELLANY.

TEACHING, HEARING RECITATIONS, DRILLING. These expressions should be separated by something more than commas in the Teacher's Vocabulary. They are too often confounded both in theory and practice. No Teacher is qualified for the school-room who does not practically understand their separate meaning and relative importance.

Teaching is a legitimate business of every day, but there is more danger of teaching too much than too little. If the teacher imparts instruction in advance of study, or when the pupil has the power to acquire it by his own unaided efforts, he does an absolute injury. Nor should he teach *facts* so much as *principles*. If the inductive method is adopted and the principle is to be brought out through the fact, examples illustrating the principle are to be explained by the teacher, but no more than are absolutely necessary to enable the pupil to make application of the principle. Teaching must be definite and clear, but like luxuries, it should be sparingly indulged. Instruct only in the *twilight*, but encourage the pupil to press onward into *open day*. *Hearing recitations* is important and requires skill. The *pupil* recites; the *teacher* listens, but he is not a *passive* listener. He must conduct the recitations. It is his business also to direct as to the manner of preparing lessons. How shall the pupil study? Earnestly and laboriously while he does study. Except definitions and captions, he should learn *thoughts* instead of *words*. And in all cases, when the subject will admit of it, the recitation should be by *topics*. The teacher acts as a critic. He should demand accuracy of expression.

It is by recitation alone that the art of conversation and the correct use of language are acquired. No improper word or inaccurate expression should be allowed in recitation. And it should never be forgotten that the recitation is the most important school exercise. It is not useful merely as a means of testing the scholar's knowledge of his lesson; it serves to fix and make definite and clear his thoughts and to give him the power of expression. Every pupil must recite *every day*, and every lesson, to receive the full benefit contemplated.

But *Drilling* is the great object of recitation, after all. Soldiers are made by *drilling*; scholars can be made in no other way. It is not enough to know and know positively what is to be learned. It must be *recited*. And even that is not enough; it must, by repetition and drill, be fixed in the mind of the learner. In regard to drilling classes allow us to say to our Teachers, require your pupils to *master* what they undertake. The question is not how *much* but how *well* a lesson has been prepared and recited. If your class is spelling and defining, let no more be required of them than they can thoroughly commit. If they have a reading lesson, it had better be *one sentence* repeated until it has been read correctly than pages read carelessly. If a principle and example in Arithmetic are before them, never leave the subject until each member of the class can explain the principle and solve the example. So of every other lesson. In this way, something substantial and valuable is accomplished. Without thorough *drilling*, the school is comparatively worthless.

"ADVICE TO TEACHERS." At a recent meeting of the R. T. Institute of Instruction, one of the Lecturers discoursed upon this subject using the following heads.—

1. Never suffer yourselves to sink into apathy, because your favorite schemes have been blasted.

2. You must occasionally expect disappointments in order to strengthen your character.

3. Do not seek to drown your disappointments in a disordered imagination, or waste your precious time in building foolish castles in the air. 'Tis the design of imagination to beautify, not to pervert the mind.

4. Teachers are not to introduce hobbies, or ride a single study to death by over-exercise.

5. Never sell your freedom to a text-book; instead of being mastered by the book, the book must be mastered by the teacher.

6. Every teacher ought to make an evening's preparation of the morrow's duties in his school.

7. Always be a subscriber to a school journal.

8. Cultivate energy as a man, as a citizen and above all, as a teacher.

9. Earnestness is indesapensble to a teacher. A faithful schoolmaster has a subsoil of earnestness, which retains permanently every dressing given to the upper soil.

10. System is an invaluable adjunct to the teacher; his right hand is tact, and his left discipline, first of himself, then of his scholars.

SERVED THEM RIGHT.—Five School Districts in Rutland have lost their proportion of public money through the failure of their Clerks to make returns.

E. E. WHITE, A. M. the Author of an excellent little work on Geography, is also Editor and *sole* proprieter of the *Ohio Educational Monthly*, one of the best educational Journals in the Country. And it is a fact worthy of notice, that friend *White* spends all his time in Editorial labors and attending Institutes. He says the "net receipts are encouraging!" How it would startle Vermont to learn that the Editor of *its* School Journal was earning his bread by toiling for the benefit of her schools. The only question *we* dare ask is, does it pay expenses?

B. F. Bingham, Esq. for seven years principal of the High School at West Rutland, has been elected Principal of the High School in Brattleboro, and has opened finely.

A Significant Fact. Forty-six per cent of the teachers employed in winter and eighty-six per cent of those employed in summer, [in Conn.] are women, and yet a majority of the schools which have been broken up the past year on account of incompetency of teachers, were taught by *men*. *Camp's Report of Schools*, 1863.

Physical Education.—The summer session of Dr. Dio Lewis' Normal Institute for Physical Education will open on the 5th of July next. Persons who desire to learn about the Institute will address Dr. Dio Lewis, Boston, Mass., for a circular giving full particulars. Dr. L.'s system of Gymnastics needs no commendation from us. He is acknowledged to be the master of the art which he has done more than any other man, to mature and to bring into practical use. All *teachers* ought to come under his instruction.

TEACHERS' INSTITUTES are to be held in six counties, commencing this week. See notice in this No. of the Journal. Let there be a general turnout among Teachers and Superintendents in the several counties. Through the *generosity* of our *benevolent* and *fanseeing* Legislators, Teachers are still allowed their time—*two*

whole days—to attend these Institutes! Was the like ever known before in Christendom? To be sure they have withdrawn all support from these Institutes, but this was for the sake of *revenue* in these hard war times! Generosity and economy have embraced each other, in this instance. Will not our children be proud of their noble State, when they learn from history that our Legislature in 1863 *allowed* Secretary Adams to retain his head on his shoulders and to conduct the Institutes at his own expense; and *allowed* the teachers of the State to spend two days at the Institute, that they may be better qualified to serve their several districts and the cause of education? Let no teacher fail to attend.

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Five Volumes for One Dollar,—We will furnish the four first Vols. of the Vt. School Journal to any subscriber for 50 cents additional.

Home on Furlough.—Our Friend, Lieut. A. E. Leavenworth has a furlough for fifteen days to visit his family and Vermont friends. We are happy to see his face and shake his hand once more; and very happy to see him in excellent health and spirits.

OUR BOOK TABLE.

Brown's "First Lines" and "Institutes" of English Grammar.—These works have been too long before the public and have gained too extensive a reputation, to need praise from us. Indeed, the name of Goold Brown, the author of the "Grammar of English Grammars", found upon the title-page is enough to commend any book to the intelligent Teacher. We allude to these books at the present time, to inform our readers that they have been revised and have received important additions of practical exercises in Analysis and Parsing. This change will adapt them to the present condition of grammatical science and add much to their practical value. William Wood, 61 Walker Street, New York, is the Publisher. He makes a liberal offer to those who wish these books for first introduction.

The American Journal of Science and Art. Profs. B. & B. Jr., Silliman & J. D. Dana, Editors, New Haven, Ct. The May No. of this valuable Journal is received. It is full of new and interesting matter on a great variety of subjects. It is published every second month at $5 per year, postage prepaid.

Godey's Lady's Book—June No. is on our table. The attractions and real merits of this monthly were never greater. Send on, ladies, for your copy. Back Nos. from Jan. 1863 can be furnished to all.

SUPERINTENDENT'S REPORT. We are under obligation to Rev. J. Britton of Bradford for his able report of Public Schools. It is a hopeful indication to find *such* men holding the Office of Town Superintendent.

OUR EXCHANGES. We have attempted for several months to find room for a particular notice of the several School Journals that come to our table. Never were they better sustained; never did they breathe a more determined and hopeful spirit. We wish our Teachers could read them all. There have been no failures in the free States to continue their educational Journals, except in N. H. and a duplicate in Pa. And in some instances, [as in R. I. and Ohio] they have been greatly improved since the war commenced.

THE CONTINENTAL MONTHLY for April presents a rich Table of Contents of Prose and Poetry. The Wonders of Words; The Clock; Pictures from the North; The New Rasselas; The Chained River; How the War affects Americans; The Skeptics of the Waverly Novels; The Union: The Flag of our Sires; (which we have copied,) Our Present Position, its Dangers and Duties, are among its excellent articles. $3. per year in advance. Address John F. Trow, 50 Green St. N. Y.

AMERICAN PHRENOLOGICAL JOURNAL. Published by Fowler & Wells, New York. The April No. is before us. It is richly illustrated and has a great variety of interesting reading matter. The names of its Editors so long and favorably known to the public, are a sufficient guarantee that this Journal will always be the *best* of its kind. Price, one dollar per year.

THE ANALYSIS OF WRITTEN ARITHMETIC AND INTRODUCTION to Mental and Written Arithmetic. *By S. A. Felter, Esq. Published by Charles Scribner*, New York. These books were prepared by a practical Teacher; were designed and seem to be well adapted to meet the wants of Primary and more advanced classes. Much attention is given to Analysis in this Series which (as the Author very justly remarks) "is not only the best means of disciplining the mind, but the *key* to arithmetical science." We are pleased with these books and doubt not they will soon share largely in public favor.

FIRST READING BOOK IN EASY AND FAMILIAR WORDS. *By E. A. Sheldon.* Published by *Charles Scribner*, New York. This little book is very attractive and cannot fail to interest and aid children in their efforts to read. It was designed to accompany the "Phonic Reading Cards" (by the same Author) but can be used independent of them. The book is fully illustrated, every lesson having its *Objects.* Naturalness and simplicity are prominent in its style and execution. We commend it to Primhry Teachers.

Atlantic Monthly—(June No.) Contents—Weak Lungs and how to make them Strong; Violet Planting; Paul Blecker; The Hancock House and itsFounder; Why Thomas was discharged;

Light and Dark; Wet Weather Work; The Member from Foxden; Mountains and their Origin; Camilla's Concert; Spring at the Capital; Horrors of San Domingo. For $3. we will furnish the Atlantic and Vt. School Journal.

THE CONGREGATIONAL QUARTERLY is published in Boston under the sanction of the American Congregational Union, by *Revs. H. M. Dexter. A. H. Quint, & J. P. Langworthy.*

The April No. is embellished by a fine steel engraving of Prof. J. L. Kingsley and its leading article treats upon his character and writings. English Congregational Statistics for 1863, Ohio Congregationalism, Colonial Schemes of Paphaw and Gorges. A Song against the Friars, The Problem of Christian Union, The Old Meeting House of the old South Church, Andover, Mass., The Way to Sing Truly, Lay Ruling Elders and Congregational Menology are the leading articles that follow in this order. The work is ably conducted and furnished for the low price of one dollar a year in advance.

Dictionaries in England.—The N. Y. Tribune of the 4th inst. has the following paragraph: "At the Trade salesroom, yesterday afternoon, Mr. Augustus Flagg of the bookselling firm of Little, Brown & Co., Boston, in conversation with Mr. Merriam, the enterprising publisher of Webster's dictionary, remarked that when he was in London, a respectable looking Englishman came to him with astonishment depicted in his face, and said, "Pardon me, sir, I understand you are an American." "I am, sir," was the reply. "I am surprised to hear you say so, because you speak the English language as well as we do." "We speak it infinitely better than you do," was the reply, "and I will bet you five pounds," continued Mr. Flagg, "that if you cross the street with me to the bookstore opposite, you will find the book-merchant sells more copies of Webster's American Dictionary than of any English Dictionary in the market." "Indeed!" exclaimed Mr. Bull. "Yes, sir, we have published a dictionary in America which will teach you how to use the English language."

Bryant, Stratton & Folsom's Commercial Colleges, Albany & Troy.—Model Business Schools for the Merchant and business man, combining Theory and Practice.—Business between the two Colleges.—Business Houses including Two National College Banks, Banks of Issue.—Bank Notes, Gold and Silver and Merchandise used.—These are only two out of thirteen Colleges of the International Schools—the greatest Educational Enterprise in the world. Great inducements to the young men of the country.—Scholarships purchased here are good throughout the International chain. Attention is called to the unrivalled facilities of the *Albany and Troy Commercial Colleges.* They are attracting much attention on account of the element of BUSINESS PRACTICE.

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THE RULES OF SYNTAX are not left to the end of the book, but are introduced as they are needed, in connection with etymological parsing. Thus is avoided the absurdity (inevitable in all books that keep back the rules of Syntax) of requiring a pupil to give the case of nouns in instances in which he can have no possible clue to it.

THE MATTER is divided into Lessons of convenient length, followed, in every case, by a practical Exercise, which immediately applies, in every variety of way, the principles just learned. This gives an opportunity for a great amount of exercise—of lively interest to the pupil, and direct practical utility—not only in parsing and false syntax, but also, under etymology, on the forms of words, etc.

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In minor particulars, it is claimed that this book will be found to contain many improvements. All these cannot be specified here. Suffice it to say that it is believed to possess superior merit, especially in its drawing clear lines for distinguishing the several parts of speech; in its ignoring the neuter gender, an absurdity engrafted on the English Grammar from the classical languages; in its treatment of the comparison of adjectives; in its lucid and comprehensive exposition of auxillaries and practical directions and exercises for teaching their propor use; in its introduction of *need* as an auxillary of the present potential; and in its peculiar terseness and perspicuity of style. The book aims, to *educate*, in the true sense of that word—to *draw out* the pupil s power of thought—to mak his mastery of language intelligent and not mechanical, and to render Grammar as attractive a study as it has heretofore been repulsive.

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Vol. V. JULY 1863. No. VII.

REBELLION IN DARTMOUTH COLLEGE.

A Correspondent of the Springfield Republican, in a letter dated June 4, 1863, states that the senior class in Dartmouth are in open rebellion! As to the cause, the writer says, "The students, in drawing up their order of exercises, did not omit the names of those serving in the field of battle, and *also added the names of several who had been expelled.* The programme was submitted to the inspection of a professor, who erased the names of the absentees and a thousand copies were printed. This proceeding aroused the ire of the class, and a meeting was called and a committee selected to procure the printing of the programme first proposed, and the printing was done by some members of the class. The faculty endeavored to discover the perpetrators of the act, but in vain, and then 'rusticated' the committee for the summer term, sending them to very rural regions. They refused to go, and the class petioned the faculty to recall their disgraced companions, and punish them as a class. This is denied; and now for two days, the seniors have cut recitations and been absent from prayers.

They have selected three of their number to represent their situation to the trustees of the college. If this proves fruitless, they threaten to apply to some other college for leave to enter and graduate."

I call up this case for no other purpose than to discuss the principle involved. May *students* in the college, or *pupils* in the school decide that the president or master is unreasonable in his demands, and hence, refuse obedience? It matters little to my purpose, whether the professor had a right to erase the names of soldiers who

were no longer members of the college, and "expelled" students from the order of exercises. That question is involved in another; viz, whether the executive officers have a right to govern the college at all. The moment the students meet and choose a committee to print the rejected list, they are in open rebellion. Now the question recurs, may they *disobey*? They pretend that the faculty have done wrong. Have *they* a right to settle that question and to rebel against their authority? Is the school a democracy and its government at the mercy of circumstances? Must the master consult his pupils and secure their approval, before he can proceed to acts of discipline? This idea is maintained by men in high official positions, but is rotten to the core. There is no truth in it. School government has no foundation nor efficiency, if the master has not, for the time being, absolute power both to *will* and to *act*. His discipline must be based upon *authority vested in his office;* authority, not derived from his pupils, but from those who called him to fill the office. That authority must be absolute while it lasts. The president or master is not responsible to his pupils, but to his trustees for the judicious exercise of his power. The students or pupils can have no voice in making the laws; it is their business to *obey* them. But we are told that authority should be based upon right and justice. Admit it; but may the pupils sit in judgement over their teacher? Then every pupil may say that his master has done wrong and disobey him, and the government of the college or school is at the mercy of its *rowdies*. It cannot be otherwise. But it must not be *so*. Obedience to established authority must be rendered and this obedience must be prompt and unconditional. Advocate any other view of this principle, and you subvert authority and render discipline impossible.

But does not the master demand sometimes what is morally *wrong*? Shall the pupil then obey? It is worthy of remark here that conscientious and faithful pupils do not often come in collision with established authority in our institutions of learning. It is usually the lawless who defy authority. But suppose a person to have conscientious scruples in regard to obeying law in school. What shall he do? May he *rebel*? I answer no, but he may appeal to higher rightful author-

ity. The "Dartmouth boys" then did right, to appeal to the Trustees, but acted very wrong and foolishly in rebelling against college authority. When they become older they will undoubtedly become wiser. And when they have learned more of college etiquette, they will know how groundless is the hope that a class of rebels in one college, can be admitted into another to share *its honors.* The idea advocated here is by no means the whole of school discipline, but is an indispensable part of it. It does not exclude moral influence and kindness, but gives place and efficiency to both. This system is not despotic; it is simply efficient and has in it all the practical elements of a true democracy. Will any one advocate a *lawless* democracy, or must democratic authority be respected and democratic laws be obeyed? The power to execute any laws must exist in the constituted executive, in democratic as well as aristocratic governments, or anarchy and mob law will prevail. And does not the prevalence of rebellion in the family, school, college and nation, fully indicate whither we are drifting and illustrate the importance of efficiency in family and school discipline? H.

P. S. "The sequel to the 'rebellion' at Dartmouth College has transpired. After having absented themselves for three days from college duties, the seceders were informed by the president that they could have one day to consider whether they would return to their allegiance, or be dismissed from the institution, and they straightway returned."

A MAN OF SCIENCE. Dr. Luther, Director of the observtory at Bilk, Germany, has during ten years, devoted to the observation of new planets, discovered *twice* as many as were known at the beginning of the century.

A HINDOO'S IDEA.—A Hindoo paper says, "If any person studies the English Language with a view to gain, there is not another book that is more worthy of being read than the Bible."

ROUTINE AND GUESSING IN SCHOOL.

In many schools guessing is practiced as an art. Years of experience render scholars marvelously expert in the art; and it is surprising to observe how correctly a child can answer, and yet have scarcely any knowledge of the subject to which the questions relate. Of course, the teacher must tolerate and encourage this practice of guessing, or it could not prevail. Permitting scholars to "try" two or three times in oral spelling, or upon questions that admit of but two or three possible answers, is calculated to foster the habit. In hundreds of words in the English language, scholars above the primary school know that one of two or three methods of spelling must be right. The teacher gives out *endeavor*. The scholar spells it, e-n-d-e-a-v-e-r. The teacher says "wrong;" then the scholar guesses the final syllable is o-r, and guesses right. The next time the word occurs, the pupil is no wiser than before, and has to go through with the same guessing process. In respect to all words in *or* and *er*, the same difficulty is presented, and similar difficulties in other classes of words. Between *y* and *i*, *ph* and *f*, *s* and *c*, *ur* and *er*, *l* and *ll*, and many other combinations, there are only two choices, and a second trial renders the scholar infallible, and the art of spelling, becomes the art of guessing.

But spelling is a mechanical art; at least, it is generally taught as such, and therefore the practice of guessing cannot be so injurious in this as in many other branches. In those studies wherein the answers to questions should be the result of a process of reasoning, the habit should not be tolerated. Let us illustrate with a grammar lesson.

Teacher. *Children study their lessons.* Parse *children*, Peter.

Peter. *Children* is a proper noun,—

Teacher. Wrong.

Peter. *Children* is a common noun; first person,—

Teacher. Wrong.

Peter. Second person; sing—

Teacher. It is not second person.

Peter. I mean third person; singular number,—

Teacher. Wrong.

Peter. Plural number; neuter gender,—

Teacher. No.

Peter. Common gender; nominative case to *study*. Rule: *Prepositions govern the objective case.*

Teacher. Wrong rule. *The subject*—

Peter. *The subject of a finite verb is put in the nominative.*

Of course Peter understands the matter, gets a merit, and is a very nice boy generally. Peter is a prodigy in grammar. In stating the person, he had one chance in three of guessing right the first time, one in two the second time, and was "dead sure" the third time. The number, gender and case, were subject to similar chances.

Guessing is a bad habit, and none but a *routinist* will permit it. The teacher should seldom say right or wrong, yes or no, or indicate by looks or motions that the answer is correct or incorrect. The question should either be passed to the next, or the pupil be required to reason out the answer. These things encourage the practice of guessing. They are very convenient for the *routinist*, and render school-teaching a comparatively indolent occupation; but the business of the true teacher is to teach, and he has something better to do than practising his pupils in firing chance shots.

In conclusion, we report an authentic case, in which the scholar was disposed to guess, and the teacher was not disposed to permit it. In the course of the recitation in geography, the pupils said that continents were islands.

Teacher. Are both continents islands?

Susan. They are.

Teacher. Is every island a continent?

Susan. Yes, sir.

Teacher. What island?

Susan. East Boston.

Teacher. Is East Boston a continent?

Susan. Yes, sir.

Teacher. What continent is East Boston?

Susan. The Eastern Continent.

This answer was enough to upset the throne of discipline, and it "brought down the house." Perhaps the

scholar felt aggrieved, and disposed to complain that there were no such questions in the book as those proposed. *Massachusetts Teacher.*

LIFE'S QUESTION.

Drifting away
Like mote on the stream,
To-day's disappointment
Yesterday's dream;
Ever resolving—
Never to mend:
Such is our progress:
Where is the end?

Whirling away
Like leaf in the wind,
Points of attachment
Left daily behind,
Fixed to no principle,
Fast to no friend;
Such our fidelity,
Where is the end?

Floating away
Like cloud on the hill,
Pendulous, tremulous,
Migrating still:
Where to repose ourselves?
Whither to tend?
Such our consistency:
Where is the end?

Crystal the pavement,
Seen through the stream:
Firm the reality
Under the dream:
We may not feel it,
Still we may mend:
How we have conquered
Not known till the end.

Bright leaves may scatter,
Sports of the wind,
But stands to the winter
The great tree behind:
Frost shall not wither it,
Storms can not bend:
Roots firmly clasping
The rock, at the end.

Calm is the firmament
Over the cloud:
Clear shine the stars thro'
The rifts of the shroud:
There our repose shall be,
Thither we tend:
Spite of our waverings,
God is the End.

Macmillan's Magazine.

PERTINENT.—Where are Shakespeare's imagination, Bacon's learning, Galileo's dream? Where is the sweet fancy of Sydney, the airy spirit of Fletcher, and Milton's thought severe? Methinks such things should not die and dissipate, when a hair can live for centuries, and a brick of Egypt will last three thousand years. I am content to believe that the mind of man, (somehow or other), survives its clay. *Barry Cornwall.*

MATHEMATICAL MISERY.

I am a mathematician and a woman, and I have a right to be both, for I had a "lady mother mathematical," like Don Juan. All our family are remarkable for the rigidity with which they draw lines of distinction upon all subjects, and the tenacity with which they adhere to them. They carry the exact sciences into everything. Now their grievance and mine is simply this, that the world into which we were ushered, by no fault of our own, is a world of compromises and qualifications beyond all endurable limits. What I want is not approximation but certainty; not vague opinions but positive facts. I can expect to know but little, but that little I wish to be sure of. From my earliest childhood I delighted in Colburn, and ran swiftly in the ways of Euclid. But even here I had my trials. My first trouble was the repetend in decimals. At every step of the process of reduction I vanquished nine tenths of the enemy, and yet the remaining tenth was utterly invincible. It is aggravating thus perpetually to advance towards that conclusive point which, fixed as it is, you are destined never to reach. I was again outraged in Geometry. To square the circle is a manifest duty, but a duty beyond the reach of human skill. We know its square contents, *very nearly*. I would as lief not know them at all.

Some blundering well-wisher advised me to try astronomy, and I forthwith commenced at the rudiments. "The earth is round." Alas, not quite; I already knew better than that. "It revolves on its axis once in twenty-four hours." Not exactly. That is only the average of an apparent revolution, a mean solar day; very mean, to my embittered apprehension. "It revolves round the sun once a year." What is a year? Three hundred and sixty-five days, and a miserable fraction. Moreover, when this fraction was assumed to be settled, I was told that this was only the apparent revolution, the real revolution was *about* twenty minutes longer. Of course, I shrank appalled from the very threshold of the science. I was a fixed star, but the books were questionable nebulæ. I was a definite sum, but what I learned was like the

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shapes and motions are all so many traits and features that will doubtless lead us some day to a more thorough knowledge of the physiognomy of the sky. At times, when the air is bright, and clear of lower clouds, there will occur some most beautiful displays of the plumous cirrus. Upon the deep blue sky there will appear an immense white plume, which resembles greatly that frosty frondescence which is noticed upon the windows during cold mornings in the winter. There is so much resemblance between the two, that the law governing their formation may possibly be the same in both cases. Why might not the vapor deposited upon the intensely cold strata of the upper air receive the same shape as that deposited upon the window pane?

It is in the cirro-stratus cloud, when spread over the sky, and apparently of a creamy color and consistence, that the sun-dogs, the paraselena and all the various shaped halos are usually seen. These halos occasionally consist of several circles, some of which surround the sun while others apparently appear to pass through it, or pass tangent to its disk. It is where these circles intersect that the sun dogs appear, being formed in fact of portions of two circles, and are hence of double brightness. Sometimes they are almost as bright as the sun himself. It was doubtless a portion of intersecting circles of this kind which appeared to Charlemagne as a cross in the heavens, and which he interpreted as a favorable omen.

The cirrus cloud is frequently seen to radiate from one point in the heavens and converge toward the opposite point, thus showing the direction of the upper current at the time. They neither radiate however nor converge: for they run in parallell streaks, and only seem to converge like the two rails of the rail-road. A careful study of the directions of these clouds toroughout the year, will give an idea of the prevailing direction of the upper currents of the winds at the point where observed.

The height of the cirrus cloud is determined by the

length of time which the sun's rays linger upon it after he has sunk below the horizon. The sun's rays illumine the mountain's top after he has disappeared from view; they gild the cirrus cloud long after they have disappeared from the mountain, and they illumine the top of the atmosphere as seen in the evening twilight, long after they have left the cloud and the mountain below in night. By ascertaining the time which elapses between the setting of the sun and the successive withdrawal of his rays from the mountain, from the cloud and from the atmosphere, we can tell how high they are respectively. The cloud is often found to be at the height of six or seven miles, and the atmosphere to reach the height of some forty-five miles.

The question naturally occurs here, that if the cirrus cloud attains to such a height, where it is so intensely cold, by what power is it that it is prevented from being converted into snow or ice and falling to the ground. If water vapor goes to the height of seven miles, why may it not go on still farther, and even leave the atmosphere altogether, forming water "above the firmament" and giving rise to a belt around the earth which produces the Zodiacal Light? These are questions which will furnish the inquiring and observant mind of the Vermonter with abundant materials for study and investigation, with the promise of interesting and valuable results.

Having ascertained the height of the cirrus cloud at sunset, it may be possible to tell its velocity during the night, especially if there is moonlight enough to disclose it to the eye. By means of a looking glass the moment may be ascertained when the cloud passes the Zenith. Watch the cloud, and at the end of several minutes take its altitude by a plumb quadrant or other instrument, and we shall then have a right angled triangle in which one side and all the angles are known, and by which the rate of motion of the cloud can be determined.

The motion is at times very considerable, being sixty

miles or perhaps even a hundred, while the air at the surface of the earth, among its hills and vallies, is as tranquil as the sleepers who in the stillness of night are lulled to rest. J. W. P.

MANUAL OF SCHOOL DUTIES.

TO THE PUPILS IN OUR SCHOOLS.

It is presumed that your special object in becoming members of school is to avail yovrselves of its advantages, *to improve the mind* and *heart*, and thus fit yourselves for usefulness and happiness: *to cultivate your manners*, and thus render youselves agreeable to those around you. You have a right to expect the *Teachers* will be faithful in the discharge of all their duties; so we have a right to require of you faithfulness and promptness in all your school duties. Your success depends more upon what *you* do than what is done for you.

The following suggestions, if regarded, will aid in the important work you have undertaken, and render school life both pleasant and profitable:

1. Resolve to comply cheerfully with every requirement, and faithfully to perform every assigned duty.

2. Cultivate and manifest a kind and accomodating disposition towards schoolmates, and a respectful and confidential regard for your teachers. They are your best friends; go to them with your troubles, and confide in them always.

3. Let the school and recitation rooms be regarded as sacred to study and improvement. Never indulge in rudeness, trifling, loud and boisterous speaking, or any conduct that would be considered unbecoming in good society.

4. Lend your influence in every posible way to improve the school and to elevate its character.

II. Remember, it is as much a part of your education to correct bad, and to form good habits, and to cultivate good manners, as to become familiar with the branches of study pursued.

1. Then learn to be *quiet* during study hours, in all

places and in all your movements. This suggestion relates to handling books and papers, moving chairs, shutting doors and passing to and from recitations, as well as talking and loud whispering. Be QUIET.

2. Be *punctnnl.* Regard every signal and start without delay; commence study, at once, when "study hours" begin; give immediate and undivided attention when teachers address you, and to every thing said in class recitation.

3. If *necessary* to be deficient, or absent from any school exercise, do not fail if possible, to obtain a previous excuse of the Teacher to whom you recite. If able to leave your room, you should present your excuse *personally.*

III. Observe order and neatness. "Have a place for every thing, and every thing in its place." Cultivate this habit as a virtue.

1 Be particular in the arrangement of your books, papers, wardrobe and articles of furniture in your own room, Your character may be accurately known by observing your habits in this respect.

2. Marking or writing on books, desks, walls, or any part of the building or school premises, with pencil, chalk, or other article, manifests a very bad taste, if not a vicious disposition. Is it too much to say that none but a heedless, *reckless* or *vicious* person will indulge in this habit?

3. Avoid spilling ink or scattering loose papers about the room. After using brooms, dust brushes, &c., always return them to their places. Be ambitious to have every thing neat and in order.

IV. Seek for a high standard of *scholarship.* The means to be employed are *study* and *recitation.*

1. In these exercises you should aim at *perfection.* In *study* depend upon yourselves. Seek aid of no one until you have made the greatest possible effort to solve the difficulty; then go to your teacher, but for *only* so much assistance as you *need.*—Knowledge is not your object, but discipline and the power of independent thought. More benefit is frequently realized from efforts that result in a *failure* than from those that are successful. Hence, you should not assist each other or ask permission to study together.

Recitation is also *your* work exclusively, and it should

be prompt, distinctly audible to the most distant person in the room, and every thought clearly and fully expressed, in words chosen with care and precision. You should never stay out of recitation. It is an exercise quite as important as study; and if not prepared with the lesson, you should always be present to hear others recite.

2. You should not have anything in your hands in recitation, or during study hours, except what is required by the exercise in which you are engaged.

3. Learn your lessons with a view to recite them; it is not enough that you are prepared to listen to a lecture, or answer questions. All communications with other pupils during study hours and recitation, should be avoided —whether by whispering, writing or signs. Every one should study and recite as if no other scholar was in the room or class.

4. No books should be read in school hours, except such as are connected with the studies pursued.

5. Never meddle with the desk, room or property of any other scholar. Always keep your own place and attend to your own business.

Finally, maintain the strictest integrity in all your relations in the school and family. Trutfulness is the basis of character; the want of it a radical defect. The one inspires respect and confidence; the other brings reproach and degradation. For your own sake, therefore cultivate an artless integrity. [Let the Teacher add here rules and regulations.] O.

THE MOON.—Rev. E. B. Cross, a missionary in Burmah, "from his own observations and other data" thinks *the moon's surface is covered with ice.*

A teacher one day, endeavoring to make a pupil understand the nature and application of a passive verb, said:

"A passive verb is expressive of the nature of receiving an action: as Peter is beaten. Now, what did Peter do?"

"Well, I don't know," answered the boy pausing a moment, with the gravest countenance possible, "without he hollered!"

SOLUTION OF THE PROBLEM IN THE JUNE NO.

Required the sum of the infinite series

$$\frac{1}{2},\quad \frac{1}{6},\quad \frac{1}{12},\quad \frac{1}{20},\quad \frac{1}{30},\quad \&c.$$

To make a rule for the solution, take the decreasing series a, b, c, d, e, f, &c.

Let $a-b=a'$, $b-c=b'$, $c-d=c'$, &c., then the series of differences or *secondary* series will be

$$a',\ b',\ c',\ d',\ e',\ \&c.$$

Now it is evident that the sum of the latter series will be equal to the *difference between the extremes* of the former or primary series. If the primary series is infinite the last term becomes=0; hence in this case the sum of the infinite series a', b', c', d', e', &c. is equal to a, the first term of the primary series.

The solution of the given problem therefore, resolves itself into *finding the first term of a primary series*, the given series being regarded as *secondary*.

This may be done as follows:—

$$\frac{1}{2},\quad \frac{1}{6},\quad \frac{1}{12},\quad \frac{1}{20},\quad \frac{1}{30}\ \&c.=\text{Secondary Series.}$$

$$\frac{1}{3},\quad \frac{1}{12},\quad \frac{1}{30},\quad \frac{1}{60},\ \&c.=\text{Tertiatry Series.}$$

$$\frac{1}{4},\quad \frac{1}{20},\quad \frac{1}{60},\ \&c.=\text{Quarternary Series.}$$

$$\frac{1}{5},\quad \frac{1}{30},\ \&c.=\text{Quinary Series.}$$

Taking now the first terms of these series in reverse order, Viz. $\frac{1}{5}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, &c., we find that the denominators diminish regularly by unity; hence the denominator of the first term of the primary series will be $2-1=1$, giving the fractional form $\frac{1}{1}=1$,

the answer to the problem. If we make this a first term, and subtract the terms of the given series successively, we shall have for the primary series,

$$1, \quad \frac{1}{2}, \quad \frac{1}{3}, \quad \frac{1}{4}, \quad \frac{1}{5}, \quad \frac{1}{6}, \quad \frac{1}{7}, \quad \text{\&c. i. e.}$$

the *harmonic progression.*

We may, if we please, verify the above solution as follows.—

The given series a little farther extended will be

$$\frac{1}{2}, \quad \frac{1}{6}, \quad \frac{1}{12}, \quad \frac{1}{20}, \quad \frac{1}{30}, \quad \frac{1}{42}, \quad \frac{1}{56}, \quad \frac{1}{72}, \quad \frac{1}{90}, \quad \text{\&c.}$$

Now the first term$=\frac{1}{2}$,

the next two terms$=\frac{1}{4}$,

the next four terms$=\frac{1}{8}$,

the next eight terms$=\frac{1}{16}$,

whence the whole series reduces to the form

$$\frac{1}{2}, \quad \frac{1}{4}, \quad \frac{1}{8}, \quad \frac{1}{16}, \quad \text{\&c., a } \textit{geometrical} \text{ series}$$

whose snm$=\dfrac{\frac{1}{2}}{1-\frac{1}{2}}=1$ as before.

G. N. A.

Definite.—We know a man who says he "sings but two songs, one is Yankee Doodle, the other, *isn't.*"

In the same definite manner, a character of Bulwer's divides mankind into two classes; "those who are wise and such as are otherwise."

"What are you writing there, my boy?" asked a fond parent the other day, of his son, a lad of ten years.

"My compothithion, thir."

"What is the subject?"

"Internathional law, thir," replied the youthful Grotius. "But really, I shall be unable to concentrate my ideas and give them relathion, if I am conthantly interrupted in thith manner by irrelevant inquiries."

Joy.—It is a joy
To think the best we can of human kind.—*Wordsworth.*

GRAMMAR AND COMPOSITION.

One of the most common faults in teaching grammar, is that of requiring pupils to commit too many rules and observations to memory. The most important principles only should be learned and recited directly from the text-book, and always in connection with illustrative examples furnished by the pupils. The less important principles, embracing more than half of the remarks, observations, etc., of the different school-grammars, should be learned chiefly as they are called into use by the grammatical study of selected passages of prose and verse.

As fast as the principles of grammar are learned, let the pupils be required in all cases to embody them in sentences of their own construction. The ability to use language correctly, and the demonstration of this ability by actual performance, should ever be regarded as the only satisfactory test of the pupil's attainment in this branch. "The art of speaking and writing correctly," is something more than "the art of knowing how to speak and write correctly." The knowledge of pupils is generally found to be far in advance of their practice. It is true that most teachers give some attention to the language employed by their pupils, especially during recitations; but it would be a very great improvement if still more time was spent in cultivating habits of freedom and accuracy in the use of language. If one-fourth of the time usually devoted to the regular recitation in grammar was distributed through the day, and employed in cultivating the art of conversation, and propriety and elegance of expression on all occasions, the loss would prove a great gain.

The rule adopted by Dr. Johnson deserves a place in the memory of every pupil. "Sir Joshua Reynolds once asked him by what means he had attained his extraordinary accuracy and flow of language. He told him, that he had early laid it down as a fixed rule to do his best on every ocaasion and in every company; to impart whatever he knew in the most forcible language he could put it in; and that by constant practice, and never suffering any careless expressions to escape him, or attempting

to deliver his thoughts without arranging them in the clearest manner, it became habitual to him."*

The oral lessons of the course should in all cases be regarded as exercises for the cultivation of the conversational powers of the pupils, and they should always be conducted with special reference to the accomplishment of this object.† *Wells's Graded Schools.*

* Boswell's Life of Johnson.

ENGLISH GRAMMAR.

ANALYSIS NO. 2.

We come now to a more methodical analysis. I hold that analysis as a formal exercise should be made subsidiary to parsing, until the pupil is so far advanced that he *may be safely allowed*, in recitation, to omit the statement of the common facts of etymology and of the common laws of syntax. This view gives direction in great part to the discussion which follows.

All that need be known in order to the successful study and practice of analysis is either specifically stated or plainly implied in my article on Parsing in the April No. of this Journal. Special effort should be made however, to develope the ideas of proposition and of adjunct. I will give two examples of analysis, giving account of each word in the first sentence, but treating the second more generally.

First Example. In ancient times, the benefactors of mankind were deemed worthy of immortal honors. *Wells's Grammar.*

This is a simple, declarative sentence. The subject is *benefactors*; the predicate, *were deemed*; the attribute, *worthy*. The subject *benefactors* is modified by the adjective adjuncts *the* and *of mankind*, in the second of which *mankind* represents an idea modifying the subject and *of* its relation. The predicate *were deemed* is modified by the adverbial adjunct *in ancient times*, in which *times* is the principal word, and is modified by the adjective adjunct *ancient*; *in* shows the relation of *times*, the principal word, to its antecedent. The attribute *worthy* is modified by the adverbial adjunt *of immortal honors*, in which *honors* is the principal word, and

is modified by the adjective adjunct immortal, and has its relation to *worthy* shown by *of*.

SECOND EXAMPLE. Certainly there be that delight in giddiness, and count it a bondage to fix it a belief—affecting free-will in thinking, as well as in acting—and, though the sects of philosophers of that kind be gone, yet there remain certain discoursing wits which are of the same veins, though there be not so much blood in them as was in those of the ancients. *Bacon. Essay of Truth.*

This is a compound declarative sentence, consisting of two members, which are united by the second *and*. The first member contains two propositions, of which the independent is *certainly there be* [*some*]; and the dependant proposition is, *that delight in giddiness, and count it a bondage to fix a belief—affecting free-will in thinking, as well as in acting.* In the independent proposition *some* understood is the subject, and *be* is the predicate. The subject *some* is modified by the adjective adjunct, the dependent proposition; in which *that* is the connective and the subject, and *delight* and *count* are the compound predicate. The subject *that* is modified by the adjective (more specifically participial) adjunct, *affecting free-will in thinking as well as in acting.* The second predicate *count* is modified by the object *it*, which is itself modified by the adjective (appositional) adjunct *bondage*, and by the adjective (explanatory) adjunct *to fix a belief.* The second member consists of five propositions; of which *yet there remain certain discoursing wits* is the principal, having for its subject *wits*, and for its predicate *remain*. *Wits* the subject is modified by the adjective adjunct, the dependent proposition, *which are of the same veins*; and *remain* the predicate is modified by the adverbial (conditional, adverb of manner) adjunct, the dependent proposition, *though the sects of philosophers of that kind be gone.* In the proposition *which are of the same veins*, which is the connective and the subject, *are* is the predicate, and *of the same viens* is an adjective adjunct, of an attribute understood. In the adjective adjunct, *veins* is the principal word, and is modified by the adjective adjuncts *the* and *same*; and *same* is modified by the adverbial (conditional, adverb of manner) adjunct, the dependent proposition, *though there be not so much blood in them.* In this last proposition *blood* is the subject, and *be* is the predicate.

Blood is modified by the complex adjective adjunct *so much* which is modified by the adverbial (adverb of degree) adjunct, the dependent proposition, *as was in those of the ancients.*

I have in the second sentence, given the analysis only so far as is necessary to show the relations of the propositions to each other, except to point out the object of count and its modifications, which was proper because of the difficulties involved. It is proper to inquire now how this analysis is related to parsing and what it is worth.

We observe, in the first place, that the terms used, are mostly the same that are used to express the distinctions and relations treated of in etymology and syntax, or are similar to them, and, by further consideration, we find that the idea expressed by these terms used in analysis are dependent on the ideas which the same or like terms express in etymolygy and syntax.

We observe. in the second place, that in expressing the relations and precise use of *words*, analysis is less full and exact (unless we greatly multiply terms) than parsing is. We observe, again, that analysis developes more fully than parsing does, the relations of propositions to each other, and that it gathers more effectually into wholes the several propositions and propositional and other phrases which constitute the sentence, and presents them more distinctly as unitics related to the principal words of the sentence.

We conclude, then, that a systematic and formal analysis cannot properly precede the study of etymology and syntax; for, however we may lay aside the ordinary terms of Grammar and invent new ones, these new terms, if they signify anything useful to know, must involve the ideas of the classifications of etymology and of some, at least, of the rules of syntax.

We conclude, further, that parsing should precede formal analysis; for parsing includes, and in great part consists of, a full statement of the classifications and distinctions of etymology and of the rules of syntax, as applicable to each successive word; and so directly promotes the full mastery of that knowledge without which analysis cannot proceed, but of which it does not so readily secure the attainment.

Analysis, on the other hand, should be by no means despised or set aside: for it brings into distinct view the relations of clauses

and phrases, which mere parsing is likely to leave indistinct; and of which a clear view is essential to an understanding of the sentence. I have spoken of a kind of general and informal analysis in previous articles. It is important that such analysis should precede, and go along with, the study of etymology and syntax. By means of it and of the classification of the parts of speech the ideas of proposition and adjunct can be well developed. It is far more important both as a means of general culture and of leading to a sound knowledge of practical Grammar than is parsing or any other systematical form of analysis. I think I have used the terms parsing and analysis as they are commonly used by teachers and writers of Grammars. There is good reason to object to this use of the word analysis; but when one considers what is meant by the terms and what is the history of the methods indicated by them, since the introduction of analysis, the reason for criticism is outweighed by the conviction, that the things signified are essentially one in nature and are rapidly approaching each other in practice, both in the school-rooms of the best teachers and in the books of the best writers, and that what is good in the several methods will soon be combined in one, and that one of the terms will soon pass away. What is most useful in conducting exercises in either parsing or analysis is to secure and maintain a spirit of searching inquiry. Without this, any grammatical exercise is nearly or quite useless; with this, hardly any exercise can fail of securing great profit. E. C.

THE BLOSSOMS AND THE LEAVES.

When the blossoms fell off in May, faded and withered, the leaves said: "Behold those feeble and useless blossoms. Hardly born, they sink again into oblivion; while we, of a superior cast, endure the heat and storms of summer, growing constantly in solidity and dimension. After many months of a meritorious life, during which we have fostered and ripened the precious fruits, we go to our final rest, adorned with variegated emblems of merit; nature honors our departure with thunder and lightning, and weeps over our silent grave." But the fallen blos-

soms answered: "We yield willingly our place to others, conscious that we have done our duty by giving birth to the fruits."

Ye quiet, unobserved, and little esteemed men and women in workshops and offices, in nurseries and family-rooms; ye often censured but more frequently overlooked school teachers; ye noble benefactors of mankind, whose names are not written on history's page; and ye unknown mothers of noble sons and daughters, let not your hearts faint in the presence of renowned statesmen, successful operators, the rich who dwell on mountains of gold, and heroes upon the battlefield—*ye* are the blossoms.—*Jean Paul.*

EDITORIAL MISCELLANY.

WHY TEACHERS FAIL. Entire failures in school keeping, such as become public, are indeed few. On the other hand, instances of *complete* success are quite as few. A large proportion of our teachers are approved by Superintendents, begin their schools, complete their term of service and secure their wages, and yet, if the whole truth was known, *many* have *failed.* We look in vain for evidence of *good* results, but the *evil* is more apparent. And why these failures? This question is of great importance to all interested in the welfare of our schools. We will attempt to answer it. And first. Many fail because they have no *natural fitness for the employment.* They may have talents and attainments that qualify them for some *other* sphere, but they cannot manage and teach a school successfully. They lack the ability, and all the training of our best normal schools, would fail to fit them for the work of the teacher. They have no *aptness* for the business, no love for children, no patience or sympathy with them, no self control, no enthusiasm awakened by the importance and dignity of their profession.

Hence, they enter the school-room to perform a *task.* The pupils soon perceive that they have no interest in them or their improvement, and hence, become indifferent or disgusted with every thing pertaining to the school. The result can be nothing but a failure.

2. Some fail for *want of suitable qualifications.* They may understand the branches required to be taught and pass a good examination in them. But they have not learned the art of *managing* and *teaching*, they are not *professionally* educated, and many of them have never read a single book on practical teaching, nor an educational journal. Would a man who has never seen the ocean, nor been on board a vessel, be appointed *captain* simply because he understands Arithmetic, Grammar and Geography? Would it not be necessary for him to understand Navigation at least, before he assumes so important a command? And can the teacher hope for success who knows nothing of the *navigation* of the school-room.

3. Some fail for the want of *professional interest.* They may have superior literary qualifications and understand both the art and science of Teaching; but their attention is absorbed in some other pursuit. They teach for the *pay* and expect to be employed only for a term or two, and hence, have lost all the enthusiasm of the true teacher and fail of course.

4. Still others fail for the want of the *cooperation of* parents. These parents manifest no interest in the school, except perhaps, to criticise and abuse the teacher for some fancied wrong. They indulge their children in tardiness and frequent absences from school; they have not provided them with a suitable school-room, books nor apparatus; in a word, all their influence favors irregularity and disorder. A successful school under such circumstances, is impossible, and unless the teacher has power to correct these abuses, it is all in vain. And what shall be done to prevent these failures and improve our

schools? Let those who find that they have no love for the business, no ability to govern, no aptness to teach, at once leave the school-room and seek employment in some other calling. Let those who have no professional knowledge, embrace every opportunity to profit by the experience of others.

To this end, let them attend every institute and teacher's meeting that comes within their reach; let them procure a teacher's library and take some school journal. Let those who feel no interest, seek more congenial employment. "Why cumber they the ground?" And let all strive to awaken an interest among parents and to secure their cooperation. The *live* teacher can do it. Let us remember the importance and dignity of our profession and honor it by improving ourselves.

THE TEACHERS' INSTITUTES for the season have closed. And we are assured that they were all attended with more than ordinary interest and profit. Mr. Adams' popularity and efficiency are every where manifest. He is doing a great work for our schools and for the State, and is doing it well. Our Teachers and the community generally fully appreciate his efforts, and we trust the time is not far distant when we shall have an enlightened Legislature to cooperate in our educational enterprise.

NATIONAL TEACHERS' ASSOCIATION. The Annual Meeting of the National Teachers' Association will be held in the city of Chicago, commencing on Wednesday, August 5, 1863, and continuing three days. The Opening Address will be delivered by the President, Hon. John D. Philbrick, Sup't of Schools of the city of Boston.

Teachers and friends of education are cordially invited to suggest matters of interest to be brought before the Association, and to unite in making this meeting a National Teachers' Jubilee. There was never more need for wise counsels in public education, than in this crisis of our national affairs. The Executive Committee will leave nothing undone to sustain the prestige of this most important organization. Communications may be ad-

dressed to W. H. Wells, City Sup't of Schools, Chicago; John D. Philbrick, Boston; or to the undersigned.

JAMES CRUIKSHANK,

ALBANY, N. Y., JUNE 11, 1863. *Secretary.*

METEOROLOGY, Our readers will be interested to know that *Gen. J. W. Phelps* will continue his series of articles upon this interesting subject.

GLENWOOD LADIES' SEMINARY. The annual examination will be attended on the 20, 21, 22 & 23 of July. The exercises will be closed with an address by REV. E. B. FOSTER, D. D. of West Springfield, Mass. The Graduating Class numbers 26. Fall Session begins Sept. 9, to continue 14 weeks.

ORANGE CO. GRAMMAR SCHOOL & SPRINGFIELD WESLEYAN SEMINARY. Fall Terms begin Sept. 3. See advertisement on another page.

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TO OUR CONTRIBUTORS. Have you forgotten that we publish the Journal every month and rely mainly upon *you* for Copy? Send on your articles *early* for Aug. No.

OUR BOOK TABLE.

CAMP'S PRIMARY GEOGRAPHY. Prepared to accompany Mitchell's Series of Outline Maps, and designed for Primary Schools and Classes: By David N. Camp; O. D. Case & Co., Hartford, Conn.

In the March No. of the Journal, we called the attention of Teachers to the merits of the *Intermediate* and *Higher Geography* in this Series. The Primary is now before us. It is a charming little book;—simple, accurate, interesting, just as all books for children should be. It introduces the learners at once, to outline maps and while it gives them all needed facts, it encourages them to search for still other facts. We commend this book and the *Series* to all interested in the study of Geography in our Schools.

WILSON'S PRIMARY SPELLER. *By Marcus Wilson*; *Harper & Brothers*; New York. Wilson's "School and Family Series of Reading Books aims to accomplish two objects, viz., "to give all needed instruction *in the art of Reading* and to afford a medium of conveying, in an interesting form, a large amount of useful knowledge." The idea is novel, but practical, as it seems to us. A large proportion of those who learn to read in our public schools, will have little or no opportunity to study the natural sciences, or to gain information on other important subjects. With these books they gain the desired knowledge and learn to read, with no loss of

time. The subjects are well chosen, systematically arranged and copiously illustrated. We have seen no reading books so attractive and none which promise to do more to promote sound learning and general intelligence. The "Primary Speller" before us, is adapted to its place in this series. It is simple and progressive, and adds to the spelling and reading lessons, "dictation exercises and the elements of oral and written Composition." The words used are classified under their appropriate heads, verb, noun, adjective, so that the child becomes familiar with terms which he will meet when farther advanced in his course.

MANUAL OF GYMNASTIC EXERCISES. By *S. W. Mason.* Crosby & Nichols, Boston, Mass. This is a book of 47 pages, containing exercises in practical Gymnastics for the use of schools and families. These are so simple that any teacher can at once, understand and introduce them, and so numerous that they will afford sufficient variety for interest and profit. Every teacher in Vermont should own a copy.

PREPARATORY LATIN PROSE-BOOK. By *J. H. Hanson A. M. Crosby & Nichols, Boston, Mass.* This book of 775 pages contains all the Latin Prose necessary for entering College; has references to Kuhner's and Andrews and Stoddard's Latin Grammars; abounds in notes critical and explanatory, and has a vocabulary and a Geographical and Historical Index. This is not only a very safe and convenient book for the classical scholar, but more economical than the several separate copies.

GODEY'S LADY'S BOOK for July is on our Table.—It contains the Fashion-Plates of the season, with six beautifully colored figures; 18 full page cuts, 63 engravings and 100 pages of reading matter. We will furnish Godey with the Vt. School Journal for $2,50.

ATLANTIC MONTHLY for July is a good number. Among its interesting articles are "*Our General*;" "*Outside Glimpses* of English Poverty;" "Photography," (by Dr. Holmes); "Gala Days," Poetry by Parsons, Longfellow and Trowbridge. The Atlantic with School Journal for $3.00.

GLEANINGS FROM SCHOOL LIFE EXPERIENCE. By HIRAM ORCUTT, *Principal Glenwood Ladies' Seminary*—The few remaining copies (of the 5000 which have been published), are in the hands of the *Author*. Single copies will be sent to Teachers by mail, Post paid, on receipt of 36 cts. in Postage Currency or stamps; $3. per Doz. if sent by express at the expense of the purchaser.

THE VERMONT SCHOOL JOURNAL. The Nos. from June to Jan. 1864 will be sent to new subscribers for 25 cts.

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THE RULES OF SYNTAX are not left to the end of the book, but are introduced as they are needed, in connection with etymological parsing. Thus is avoided the absurdity (inevitable in all books that keep back the rules of Syntax) of requiring a pupil to give the case of nouns in instances in which he can have no possible clue to it

THE MATTER is divided into Lessons of convenient length, followed, in every case, by a practical Exercise, which immediately applies, in every variety of way, the principles just learned. This gives an opportunity for a great amount of exercise—of lively interest to the pupil, and direct practical utility—not only in parsing and false syntax, but also, under etymology, on the forms of words, etc.

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Devoted to the Educational Interests of the State

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AUGUST, 1863.

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THE

Vermont School Journal.

Vol. V. AUGUST, 1863. No. VIII.

LETTERS TO HIS TEACHERS.

BY A SUPERINTENDENT.

NO. 1.

Dear Teachers: I have visited all your schools and with much interest, have marked the advantages and disadvantages under which you labor and the apparent results of your efforts.

Some of you have had experience; others have not. Some have more natural fitness for the duties of the schoolroom than others; more common sense, authority, sympathy with the young, cheerfulness, patience, hopefulness, earnestness, perseverance, self respect, self control and aptness to teach. I expect therefore, other things being equal, that some of you will succeed better than others. The school master and poet are *born*, not *made* such.

But some of you are more favorably situated than others; are provided with better school houses and more pleasant surroundings; have more agreeable boarding arrangements and more intelligent patrons; your pupils are better governed at home and hence more easily managed at school. And when these circumstances are more favorable, I look for better results and more complete success.

It is my duty as a Superintendent, not only to co-operate with you in securing good results from the schools as they are, but to endeavor to make them better. And I

expect you to co-operate with me in this work of reform. We find in town several old, ill constructed and miserably poor school houses. They are better suited for the service of the Inquisition than for the convenience and comfort of teacher and pupils. They endanger the health and life of all who are compelled to occupy them. They are the natural generators of physical deformity and fatal disease. Now, it is your duty and mine, in our official capacity, to enlighten the district on this important subject. Opportunities will occur when we can reach the parents and show them the importance and economy of providing suitable school houses for their children.

And the larger number of our districts have provided little or no apparatus. Not even a map or globe, or dictionary (for reference), or clock, or thermometer can be found in most of the school rooms. You can do much to show parents the importance of these simple and cheap articles. Would they employ help upon their farms, or in their shops or factories and furnish them no suitable tools to work with? Could they afford such a waste of time and labor, in any department of industry? And can they any better afford to paralyze the efforts of the Teacher by compelling her to teach without suitable apparatus, to illustrate the subjects taught? A few dollars will purchase the more necessary articles and a very small tax upon the district will procure an excellent *school* apparatus.

Can't you easily induce your pupils and the more liberal among the parents, to contribute a sufficient sum to provide some of these articles? As soon as their utility and importance are fully understood, still others may be secured in the same way. Make the trial; it can do no harm. In one of your schools the other day, I suggested this idea to the pupils, only twenty-five in number, and at once, a pledge was made by the children to buy a globe which has been already redeemed by the payment in full, of the amount required.

Again, it is desirable that the parents and family friends

of your pupils visit your schools. Such visits have a tendency not only to enlist the sympathies and secure the co-operation of your patrons, but to encourage your pupils. They awaken a new interest and new zeal in the work of the school room and afford the surest guarantee for the improvement and elevation of our schools.

And I believe *you* have the power to secure these results. You should not only invite parents to visit the school, but *urge* them to do so. Invite a certain number, at a specified time and give them to understand that you expect them to be present. Then prapare your school to interest them by good order and good recitations.

In a word, I want you to feel responsible for the educational interests of the town and to co-operate with your Superintendent in his efforts to raise the standard in all our schools.

In my future letters, I shall address you individually and endeavor to point out in a friendly manner, the defects (as well as the excellencies) I have noticed in your schools. Yours truly, H.

"OUR POOR MISGUIDED BRETHREN"!!

Oh! call them not *our brethren*
  Those base, those miscreant herds!
The serpent is no kindred
  To the noble king of birds.

"*Your* poor misguided brethren!"
  Shame on thee, wretch! avow
Thyself the *traitor's brother?*
  A traitor then art THOU!

The *loyal* are *our* kinsmen,
  Nor let the patriot's mouth
Speak "brother" to a traitor,
  A traitor North or South. M. V.

PATIENCE AND PERSEVERANCE.

Two indispensable qualifications of the Teacher, are *patience* and *perseverance.* Whatever else he may possess if wanting either of these, every effort to keep a good school must prove a failure. Teachers who are conscious of such a deficiency, should at once, seek some more congenial and less responsible employment.

The injuction, "Let patience have its perfect work," seems expressly for Teachers; for of all men they seem to have the broadest field for its cultivation and the widest scope for its exercise.

And while by its exercise, they are benefitting others they are also developing a fruitful source of happiness and usefulness in themselves.

The pupil may look to the teacher as a model of patience and it becomes the teacher to look to "Him who teaches as never man taught," whose untiring patience is daily manifest in all his works;—in the tiny plant too feeble to sustain a drop of water; in the tender sapling that is swayed by every passing breeze, and in the towering oak whose great strength defies the storm and tempest. With what tender care and patient waiting does He rear this shrub, pouring upon it rain, heat and sun light and visiting it with wind and storm until it has come to maturity. The hardest rock which contains in its formation, the history of untold ages and seems to bid defiance to the ravages of time, is by the same exhaustless patience slowly cut away and ground to the finest dust, or decomposed to fertilize the earth and harmonize the workings of nature.

In a word, everything in the works of God teaches us lessons of patience and perseverance. And why should we not profit by this instruction in our efforts to secure moral and intellectual growth in those committed to our

care. We have only to use the means by patient and persevering effort, for the development of character. *Time* must cultivate and maintain the physical and mental powers and ripen the fruit of our toil. Many a precocious child has been idolized by fond parents and praised by the admiring teacher who has never been heard of in after life. While in the same school those called "block-heads" by the impatient teacher, have often ripened into complete manhood and been crowned with the honors of true greatness. Patient perseverance has done the work which impatient haste had well nigh destroyed. There is no "royal road" to distinguished positions in the world.

There are many severe tests of the young teacher's patience. Like the Israelites in Egyptian bondage, he is often compelled to make brick without straw; like the wise men and astrologers of olden times, he is called upon to interpret dreams without knowing what those dreams are. In other words, the teacher is expected to accomplish everything, while the necessary *means* are withheld.

He must take charge of fifty children of all ages, from the *least* unto the greatest; children of all grades of character and attainments whose home training has been very deficient and who are frequently sent to school because their parents cannot control them, or wish to be rid of the care of them. Yet, the teacher must manage them to the satisfaction of all the district; must preserve perfect order, and that too without reproof or punishment. Or if punishment is necessary, each parent claims exemption for *his* children and at the same time complains that the "master is not strict enough." Add to this, the readiness of such parents to eat all the gossip their children bring from school and to give circulation and new coloring to their false reports; to censure the teacher in the hearing of his pupils for some fancied mismanagement, or trifling wrong. Perhaps some enraged mother has visited the school room to give vent to her passion, in a tirade of abuse upon his defenseless head.

Think of it fellow teacher, do you not need patience in circumstances like these?

And the very *location* of the school house is a tax upon the teacher's patience. Where is the school house that does not tempt the pupils to trespass upon somebody's farm, garden or pasture? Where is there a school lot that is not bounded by street fences and dirty roads, or it may be, by work shops and stables? Where in Vermont can one be found provided with attractive play grounds?

Think what you please about these things, fellow teacher, you must not find fault, but make the most of every thing you meet.

Then the contracted and inconvenient school room that has been provided. It seems to have been the object of the district to provide the least possible space for the greatest number that can be packed into it; to economize in the saving of fuel and school books! The room is so crowded and imperfectly ventilated that the master cannot act with any degree of freedom nor breathe with safety, yet he is compelled to do both. His classes are so multiplied that he has no time for the necessary exercises of the school. Every family has a house constructed with spare rooms for ordinary and extraordinary occasions, but where is the teacher who is provided with a school room of proper size and finish, with ante-rooms, clothes rooms and the like?

But you must be patient. Do the best you can under these *straightened* circumstances. Such a district does not deserve a school, but yours is a benevolent, important work. Be patient and persevering.

These two essential qualifications cannot be separated. Perseverance is the engine that drives the train on its graded track. But patience must dig down the hills, grade the valleys, bridge the rivers, and cautiously bear the train round difficult corners and over doubtful roads. With perseverance without patience, all would go to wreck and ruin. Both must be in full exercise and have their perfect work.

School improvements are regarded as innovations. Such things were never known in their day, nor in the days of their grandfathers; still they had better schools than those we have and at less expense. So they reason. Yet, in their own domestic arrangements, in and about the farm house, nothing seems to be wanting that taste or utility could dictate.

But any thing is good enough for a school house. It has the roughest finish, is unpainted, has huge desks and benches which seem to have been constructed as instruments of torture. There is an old broken chair and rickety table among its furnishings, but no bell, or clock or thermometer, or book case; no maps, globes or dictionaries. These would be snperfluities and might be injured by the children! There are of course, noble exceptions to the school house here described, but this model will apply to the greater number. So there is still need of *patience* and *perseverance*, to remove the evil and secure the necessary improvements.

Teachers must know every thing. Imperfection is an admitted characteristic of human nature, but the *school master* must be perfect—able to solve every question and understand every fact from the most difficult in mathematics to the history of the land of Nod and Cain's wife's parents. And yet, how little well qualified teachers are appreciated, is seen in the fact that those most sought for are the *cheapest*. The experienced and competent teacher who can secure a fair salary in some other state is often set aside for the inexperienced, if perchance a half cent can be saved from somebody's school tax. What can be done in view of such facts, but to be *patient* and *persevering*?

Few and far between are the words of sympathy and encouragement for the teacher; yet we sometimes hear them. A few understand his hardships and difficulties and attempt to cheer him on and co-operate with him in his arduous work.

Toil on then, fellow teacher, and be *patient.* There is nothing peculiar in your hardships and trials. All have to endure them. The little world you govern will go wrong. Sometimes children will be noisy and apparently care nothing for your wishes and comfort; parents will manifest an almost total indifference to the welfare of the school, yet, you must be *patient.* It is true, that these same parents would not trust an inexperienced gardener to train a rosebush, or a grape vine, without personal supervision.

But they seldom, if ever, visit the school or show any interest in the teacher's important work. Is it strange that he sometimes becomes disheartened and is ready to give up in despair? But fellow teacher, be cheerful and patient. Do the best you can. Pity the inconsistencies of those who complain of the legitimate results of their own course of action, and charge the blame on you. Dark days will come—days when every thing seems to go wrong and the best efforts of the teacher will fail. Meet them with patience and hope. Persevere in the noble work you have undertaken, and all will be well. On the whole, we do not wonder at the remark made by a certain school master while soliloquising upon the patience of Job; he described the various ways by which the Lord tested his patience and wound up by saying,—"I don't see why the Lord did not make a school master of him."

The above is an abstract of the Essay read recently before the Chittenden Co., Teachers' Association by *Mrs. A. B. Seaver*, of Burlington. The *length* of the essay forbids its publication in the Journal *in full.* We have therefore, taken the liberty to make an abstract, in which we have aimed to save all the valuable thoughts, and as far as possible, to clothe them in the author's own language.

ED.

THE EARTH—the great school-house of our race in which soul and body receive training for another state of being.

RAIN.

The great reservoir from which the water comes that irrigates and fertilizes the land, is the sea. It was observed by one of the sacred writers, long before the Christian era, (chapter 1st, verse 7, of Ecclesiastes) that "*All the rivers run into the sea, yet the sea is not full. To the place from which they spring, they return.*"

For some wise purpose the sea is nearly three times larger in surface than the land. The process by which water is taken from the sea and distributed over the land is carried on through the agency of evaporation and the winds. Evaporation is occasioned by the heat of the sun, in which wonderful process nothing but pure water is taken up, the salt and other matters of the sea being left behind. If we allow one quarter of an inch daily of water evaporated from the tropical zone, the amount during the year would be about seven feet and one half, which is raised into the air and becomes subject to the action of the winds. That there are pretty constant winds coming from the sea over the land to bring moisture, and that these winds return as dry winds back over the sea again, is very evident from the fact that moisture in the shape of meteoric water of some kind, dew, rain, snow or hail, finds its way to almost every part of the globe. In order to give a general idea of how this is affected, we will adduce a prominent example.

The trade wind blows constantly along the tropical portion of the Atlantic, from East to West. It drives the warm surface water before it and piles it up in the Caribbean sea and gulf of Mexico, thus forming the fountain head of the great gulf stream, which flows out between Cuba, Florida and the Bahamas, runs along our coast, crosses the Atlantic and pours itself upon the north-western coast of Europe. This trade wind bears an immense

amount of moisture in the shape of clouds and invisible vapor, which becomes condensed in part upon the Andes in South America, from which the Amazon takes it rise, and in part upon the mountains of Mexico and the United States. Besides this wind, there is another which seems to take its rise in the Pacific Ocean, flows from the south west, and sweeps entirely across the North American Continent which it waters with the moisture that it bears. Becoming dry like a pressed sponge, it passes out upon the Atlantic, where it again absorbs moisture, and moves on to water the lands of Europe and Asia, to return again, in part, as the trade wind of the tropics. Thus the system of irrigation established by the Creator for watering the land, is like the wheel of a vast machine, which, though apparently consisting of rude and uncertain instrumentalities, performs its work with so much regularity that evey point of the earths surface which is watered at all, receives annually about its accustomed amount. And so wonderfully adjusted is this machine, if it fails to give the due amount at one season, it is pretty sure to make up for it at another. Hence, we expect that an extraordinary dry spell will be followed by abundant showers, and vice versa.

There are other local breezes which appear like smaller wheels, as it were, in the general machine. They bear vapor from the sea to the neighboring mountains, which is condensed and precipitated as snow or rain. This rain forms brooks, rivulets, and rivers, and thus returns to the sea, to go through the same course again. Although millions and millions of cubic feet of water are taken from the sea every year by the process of evaporation, yet the sea is never lowered or rendered the more salt, for all the water that is constantly being taken from it by the agency of the sun and the winds, is as constantly being returned to it from the mouths of the rivers. The earth is not only thus watered, but is also cleansed of many im-

purities from decaying matter which is carried into the briny sea, where it probably sustains fish-life, and where the dirty waters are purified, to be again deposited as pure flakes of snow or drops of water on the distant mountain tops.

Such is the compensating system of Nature !—in which death and decay are but a part of the great machinery of life and growth; and by which the inert matter of the physical globe seems to be indued with an immortal, tho' a mechanical, sort of life. And this life, in some aspects, appears as regular, as complex and as intelligent as that other life which pervades the great world of humanity.

The amount of rain which falls at the various points of the earths' surface varies with the locality. While in the tropics it may be very considerable, at other points, as for instance, in Egypt and in certain deserts, it is nothing at all. We have as yet but limited information of the distribution of meteoric water over the globe, but it is perhaps as great at the poles as in the tropics, and greater in these two regions than at any points within the temperate zones. It varies considerably in different quarters of the United States. In Vermont the annual amount is probably not far from forty inches.

In what manner water vapor reaches the polar regions, whether wholly by the agency of the winds, or in part by electrical action, and by what means clouds retain their misty character there in such a great degree of cold, still remains to be investigated. It is very certain that clouds have been seen at all seasons as far north as any exploring party has yet penetrated, and at a degree of temperature that one would suppose would immediately convert them into ice.

The signs of a coming rain are numerous; and they all furnish interesting subjects of investigation. They may be regarded as so many manifestations, as it were, of those nervous sensibilities which form a part of the life of the

globe. They are often witnessed in the effect which the coming storm has upon animal life, and especially upon the lower order of animals. Thus, in the warmer climates, when the rattle snake comes out of the grass and lies basking in the roads and beaten paths, it is thought to be an invariable indication of rain. And when in northern climates the swine which run at large are seen making themselves comfortable beds in haste, it indicates a coming storm, which they probably perceive from the presence or absence of certain insects which they usually meet with while rooting in the earth, the insects in turn perceiving the change that is about to take place by means less evident, but which causes them to swarm in greater numbers or else to disappear altogether. These traits of physical nature furnish another analogy to similar traits of the moral world, where the lower orders of society, it is supposed, are the first to apprehend the coming of some great event.

It would be interesting to give all the signs of rain that occur. They have been alluded to by poets from the time of Virgil to the present day; but the object of these papers is rather to call the attention of the state to a new and interesting science than to give a treatise on it. There is no greater or more instructive entertainment for the mind than to ascertain the reasons for all the signs of rain which are exibited in Nature.

The manner of measuring the rain that falls, is by means of a vessel in the shape of a cone, the bottom of which is the small, pointed end. A vessel of this shape enables us to measure small quantities which would otherwise escape observation; for a comparatively small quantity that is received at the upper part or mouth of the cone, when collected in the small pointed end, can be measured by a rule which is especially graduated for the purpose. Snow is caught in a differently shaped vessel with the mouth of the same size of the rain-guage. The snow is melted and poured into the rain-guage and then measured by the rule, in the same way as the rain. J. W. P.

PARTING HYMN.

GLENWOOD CLASS OF 1863.

BY MISS A. WHITNEY, A MEMBER OF THE CLASS.

Happy School-days now are over,
Teachers' guidance done forever,
We must go from hence to dwell—
Though they walk no more beside us,
God's own hand will surely guide us,
With a kindness none can tell,—
Though our hearts with hope are beating,
Still our lips will keep repeating
The sad words—Farewell, Farewell.

We are leaving many pleasures—
We have gathered many treasures
As we climbed up science's height,
Future years lie fair before us,
Hope's bright bow is stretching o'er us,
Filling all our path with light;
Yet we feel our spirits languish,
And our hearts are filled with anguish,
As we say—Farewell, Farewell.

But though many a tear is starting,
One bright spot illumes our parting,
Thrills our hearts with joy and love,—
Future years filled with affection,
Brighter grow by the reflection,
God will guide us home above,—
Earthly joys are all too fleeting
Let us hope a happier meeting,
As we say—Farewell, Farewell.

GRAMMATICAL.—Somebody says that there are in the English Language, 20500 Nouns, 9200 Adjectives, 8000 Verbs, 69 Interjections and 40 Pronouns.

ENGLISH GRAMMAR.

ANALYSIS NO. 3.

It is very desirable, with advanced classes of Grammar, sometimes to pass over larger portions of an author than can be done, if every word of the lesson be parsed, or every sentence be fully analyzed; yet it is generally needful to have some things specially assigned to be done. I have found no better exercise to require of such a class than the separation of each sentence into its propositions, and the giving of an account of the punctuation marks. That such an exercise involves a very satisfactory analysis of the passage, so treated, will, I think, appear to all who will read attentively the following

EXAMPLE.

Come, thou, and, added to thy many crowns,
Receive yet one, the crown of all the earth,
Thou who alone art worthy! It was thine
By ancient covenant, ere Nature's birth;
And thou hast made it thine by purchase since;
And overpaid its value with thy blood.
Thy saints proclaim thee king; and in their hearts
Thy title is engraven with a pen
Dipp'd in the fountain of eternal love.

Task Book VI, 855—863.

The propositions in this passage are:—

1. Come, thou, and added to thy many crowns,
Receive yet one, the crown of all the earth,
Thou
2. who alone art worthy!
3. It was thine
By ancient covenant, ere Nature's birth;
4. And thou hast made it thine by purchase since;
5. And [thou hast] overpaid its value with thy blood.
6. Thy saints proclaim thee King;

7. and in their hearts
Thy title is engraven with a pen
Dipp'd in the fountain of eternal love.

The punctuation marks are accounted for as follows:

The commas before and after *thou* are in accordance with (Brown's) Rule 12. "Adverbs, when they break the connection of a simple sentence, or when they have not a close dependence on some particular word in the context, should be set off by the comma."

The comma after *and* is in accordance with Rule 13. "Conjunctions, when they are separated from the principal clause that depends on them, or when they introduce an example, are generally set off by the comma."

The comma after crowns is in accordance with Rule 11. "Participles, when something depends on them, when they have the import of a dependent clause, or when they relate to something understood, should, with their adjuncts, be set off by the comma."

The commas after *one* and *earth* are in accordance with Rule 7. "Words put in apposition, (especially if they have adjuncts,) are generally set off by the comma."

The exclamation mark after *worthy* is in accordance with Rule 1. "Interjections, and other expressions of great emotion, are generally followed by the note of exclamation."

The comma after *covenant* is in accordance with Rule 14. "Prepositions and their objects, when they break the connection of a simple sentence, or when they do not closely follow the words on which they depend, are generally set off by the comma."

The semicolons after *birth* and *since* are in accordance with Rule 1. "Whon several compound mem bers, some or all of which require the comma, are constructed into a period, they are generally separated by the semicolon."

The period after blood is in accordance with Rule 1. "When a sentence is complete in respect to sense, and independent in respect to construction, it should be marked

with a period." No new rules are required for the remaining lines.

To this exercise, which is of great value in itself, may be added, the parsing of difficult words, the analysis of particular propositions, an examination of figures of Grammar or Rhetoric, when they occur, a discussion of the sentiments or style of the author, or whatever else may seem best for the class. E. C.

VACATION.

Cornucopia of good,
  Crowned with blossoms, filled with fruit!
Who'd not grasp thee, if he could?
  Let us dance to harp and lute,
Singing ever in thy praise
Through these priceless summer days.

Cornucopia of nuts
  Hard to crack! we've emptied now,—
Trudging over frozen ruts
  In the fields the sages plough.
Nuts do vary; may be sweet,
Bitter, shriveled, minus meat.

Cornucopia of good
  Gives us ease and pleasures rare.
We who've long expectant stood
  Fragrance, bloom and flavor share.
By the freshness round thee shed,
Just from Eden thou hast sped! M. V.

Why, Sir, the teacher should be the strongest and most angelic man that breathes. No man living is intrusted with such precious material. No man living can do so much to set human life to a noble tune.—*Dr. Holland.*

To become a successful disciplinarian, vigilance, energy, discretion, firmness and mildness, are the essential requirements.

SURD SQUARE ROOTS.

A METHOD OF DEVELOPING THE FRACTIONAL PART OF SURD SQUARE ROOTS INTO CONTINUED FRACTIONS.

By reference to the geometrical problem for finding a common measure between the diagonal and the side of a square, (*) it will be found that the side is to the diagonal as

$$1 : 1 + \cfrac{1}{2 + \cfrac{1}{2 + \cfrac{1}{2 \text{ \&c.}}}}$$

It is also known that the side : the diagonal :: $1 : \sqrt{2}$ (†.) Hence we may infer that

$$\sqrt{2} = 1 + \cfrac{1}{2 + \cfrac{1}{2 + \cfrac{1}{2 \text{ \&c.}}}}$$

The same thing can also be shown directly, by a process similar to the one indicated by the common rule, thus:—

$$\begin{array}{l}
2(1\tfrac{1}{2} \\
\underline{1} \\
2\tfrac{1}{2}\big)\overline{1} \\
1 \div 2\tfrac{1}{2} = \tfrac{2}{5} \\
1 \div 2\tfrac{2}{5} = \tfrac{5}{12} \\
1 \div 2\tfrac{5}{12} = \tfrac{12}{29} \\
1 \div 2\tfrac{12}{29} = \tfrac{29}{70}
\end{array}$$

The first approximate divisor of the remainder is 2; the 2d approximate divisor, 2 + the 1st quotient 1·2; and this divisor again is used to get a nearer approximate quotient to be put in the place of the 1·2, and so on.

(*.) See this problem in Davies' Legendre, at the end of Book IV.

(†.) Given in a corollary of Prop. XI. of the same Book.

Whence, the first approximate root is

$$1\frac{1}{2}=1+\frac{1}{2}$$

The 2d is, $1\frac{2}{5}=1+\cfrac{1}{2+\cfrac{1}{2}}$

The 3d is, $1\frac{5}{12}=1+\cfrac{1}{2+\cfrac{1}{2+\cfrac{1}{2}}}$

The 4th is, $1\frac{12}{29}=1+\cfrac{1}{2+\cfrac{1}{2+\cfrac{1}{2+\cfrac{1}{2}}}}$

The 5th is, $1\frac{29}{70}=1+\cfrac{1}{2+\cfrac{1}{2+\cfrac{1}{2+\cfrac{1}{2+\cfrac{1}{2}}}}}$

and so on, each new approximation giving an additional term to the continued fraction, Hence we may conclude that the exact root $=1+$ a continued fraction of the given form extended without limit.

By a similar process we may find

$\sqrt{3}=1+\cfrac{1}{1+\cfrac{1}{2+\cfrac{1}{1+\cfrac{1}{2}}}}$ &c.

$\sqrt{5}=2+\cfrac{1}{4+\cfrac{1}{4+\cfrac{1}{4}}}$ &c.

$\sqrt{8}=2+\cfrac{1}{1+\cfrac{1}{4+\cfrac{1}{1+\cfrac{1}{4}}}}$ &c.

$\sqrt{10}=3+\cfrac{1}{6+\cfrac{1}{6+\cfrac{1}{6}}}$ &c.

$$\sqrt{11}=3+\cfrac{1}{3+\cfrac{1}{6+\cfrac{1}{3+\cfrac{1}{6\ \&c.}}}} \qquad \sqrt{12}=3+\cfrac{1}{2+\cfrac{1}{6+\cfrac{1}{2+\cfrac{1}{6\ \&c.}}}}$$

Now comparing these cases in order to discover, if possible, a general rule, we find that *the first denominator in each continued fraction is the quotient of double the entire part of the root divided by the difference between the given number and the largest perfect square contained in it; the second denominator is equal to double the entire part of the root; the third denominator is equal to the first, the fourth equal to the second, and so on;* which in fact forms a rule applicable to every case. G. N. A.*

(To be concluded in the next number.)

Dignity of the Teacher's Office.—Timothy Titcomb says many pleasant things to "Thomas Arnold Jones, Schoolmaster." Among them is the following:

"And now, before closing, let me do the honor to your position which I find it in my heart to give, for I hold that position second to none. The Christian teacher of a band of children combines the office of the preacher and the parent, and has more to do in shaping the mind and the morals of the community than preacher and parent united. The teacher who spends six hours a day with my child, spends three times as many hours as I do, and twenty-fold more time than my pastor does. I have no words to express my sense of the importance of your office. Still less have I words to express my sense of the importance of having that office filled by men and women of the purest motives, the noblest enthusiasm, the finest culture, the broadest charities, and the most devoted Christian purpose."

The teacher should first discipline *himself;* afterwards his pupils.

EDITORIAL MISCELLANY.

WHAT NUMBER OF SIMULTANEOUS STUDIES SHALL BE PURSUED IN OUR SCHOOLS?—Last October, Supt. *Anson Smyth* of Ohio, raised the question whether it would not be better greatly to reduce the number and recitations of each day, and give time for longer and more carefully prepared lessons in the branches selected for a given term. "Why not," he inquires, "make Geography, or Arithmetic, or Grammar, the *leading* study for a given term? I do not intend that this, or any other single branch should be made the *exclusive* study for a day. I would give due time to those studies and general exercises which do not demand severe mental application in their preparation,—such as elocution, spelling, penmanship, singing and map-drawing. These would afford the requisite variety, relief and rest." This extract is from the letter which Mr. Smyth addressed to a large number of the leading educators throughout the country, soliciting their opinions on this subject. In due time he received answers from *twenty-six* of the number addressed, which he published in his annual report for 1862.

We bring forward this subject simply to state the question for discussion in our own State. Is there need of reform in this direction? What are the arguments pro and con?

The opinions of the gentlemen who responded to the enquiry, Mr. Smyth classified under three heads.

1st, Those who approved of a radical change.

2d, Those who oppose a *radical* but favor a *limited* change.

3d, Those who oppose any change whatever.

Of the *first* class there were *sixteen* out of the twenty-six; of the second class there were *six;* of the *third* class there were *four.* All argue the question at length and with ability.

We shall be happy to hear from our Teachers on this subject, and will publish brief and carefully written articles on either side of the question.

Shall the class be drilled on a *single* study until that is mastered and then take another, or shall they have two or three solid studies at the same time? That is the question.

JOURNALS OF EDUCATION.—There are now published in the United States twelve Monthlies and one Quarterly, (Barnard's American Journal of Education.) The twelve State Journals are named in the order of their age.

1. The Connecticut Common School Journal. 2. The Massachusetts Teacher. 3. The New York Teacher. 4. The Ohio Educational Monthly. 5. The Pennsylvania School Journal. 6. The Illinois Teacher. 7. The Rhode Island School Master. 8. The Indiana School Journal. 9. The Wisconsin Journal of Education. 10. The Maine Teacher. 11. The Vermont School Journal. 12. The Iowa Instructor. Six other States have had Journals, viz., Michigan, New Hampshire, Kentucky, Missouri, North Carolina and Georgia. How many of them are *dead* and how many only *sleep*, time alone can tell. The war has undoubtedly had its influence upon them. So it has upon the *living* ones. Their existence has depended upon *individual* effort and enterprise, and they must be sustained. We cannot estimate the evil consequences of suspending the influence they exert.

AMERICAN INSTITUTE OF INSTRUCTION.—The Thirty-fourth Annual Meeting of the American Institute of Instruction, will be held in Concord, N. H., at the City Hall, on the 25th, 26th, and 27th days of August, 1863.

Tuesday, August 25.—At 2 1-2 o'clock, P. M., the meeting will be organized for the transaction of business, and to listen to the usual addresses of welcome, and the President's Annual Address; after which there will be a Discussion upon the following subject:

"*What Instruction is best adapted to prepare our Pupils to appreciate and discharge their duties as Citizens and Patriots?*"

At 8 o'clock, P. M., a Lecture by Rev. Henry E. Parker, of Concord, N. H.

Wednesday, August 26.—At 9 o'clock, A. M., a Discussion. Subject: "*Would the general introduction of Object Teaching into our Schools be beneficial?*"

At 11 o'clock, A. M., a Lecture by Prof. Mark Bailey, of Yale College, New Haven, Conn.

At 2 1-2 o'clock, P. M., a Lecture by Hon. J. M. Gregory, Superintendent of Public Instruction of Michigan.

At 3 1-2 o'clock, P. M., a Discussion. Subject: "*Best Methods of Teaching Reading.*"

At 8 o'clock, P. M., a Lecture by Rev. B. G. Northrop, Agent of the Massachusetts Board of Education.

Thursday, August 27.—At 9 o'clock, A. M., a Discussion. Subject: "*State and Local Superintendence of Schools.*

At 11 o'clock, A. M., a Lecture by Rev. E. B. Foster, D. D., of West Springfield, Mass.

At 2 1-2 o'clock, P. M., a Lecture by Rev. James Freeman Clarke, D. D., of Boston; to be followed by a Discussion.

At 8 o'clock, P. M., a Discussion, to be followed by brief Addresses from Representatives of several States.

The American Normal School Association will hold a meeting for the transaction of business, at some time during the session of the Institute. A. P. Stone, *President.*

S. W. Mason, *Secretary.*

Boston, June 20, 1863.

N. B.—Free return tickets will be furnished by the Secretary at the meeting. Price of board at Hotels, $1,00 per day.

The Duke of Wellington never fought an offensive battle; he was always on the defensive, even in advancing and besieging; the capture of towns by storm, and rout of armies by a gallant charge, being so many *finales* for which every thing had been prepared.

Torres Vedras is the great monument of his military genius, great as Austerlitz, as "Paradise Lost," as "Faust" or "Tancredi." It was as original as grand. Few comprehend it yet, which is one of the attributes of genius; but it saved an empire.—*Bentley's Miscellany.*

Query.—In the last paragraph of the little article on the "Duke of Wellington," what is the antecedent of the pronoun "which?"

OUR BOOK TABLE.

ROBINSON'S MATHEMATICAL SERIES.—We have before us of this Series, The New Elementary Algebra; the New University Algebra; the New Geometry and Trigonometry, and the Conic Sections and Analytical Geometry.

Many of Robinson's works have been before the public for several years, and have uniformly received the approbation of practical Teachers. We once used his *University Algebra* and *Geometry* as they *were*, and found them well adapted to the school-room. These books have been re-written and much improved, both in the arrangement of matter and in the practical examples. They are distinguished for originality and thoroughness. The author's methods of solution and demonstration are entirely his own, and are marked by simplicity and clearness. The Elementary Algebra has been recently prepared, and contains the general features of the larger work, and is admirably adapted to its designs. Robinson's *Conic Sections* and *Analytical Geometry* is one of the best books of its kind. We have no doubt the series in their present form, will enjoy the favor and patronage which they so richly deserve.

SHELDON'S LESSONS ON OBJECTS.—This is a book of over 400 pages, published by Charles Scribner, of New York. Its author is Supt. of Public Schools in Oswego, N. Y., and is himself a practical Teacher. The book is designed for children between the ages of six and fourteen. It is eminently practical and brings out this new method of instruction in bold relief. The book should be owned by every teacher in the nation.

KERL'S ELEMENTARY AND COMPREHENSIVE ENGLISH GRAMMARS.—Published by Blakeman & Mason, New York. These books come to us claiming *special* merits; and from the examination we have been able to give them, we judge that they *may* claim superiority over *most* of the 400 English Grammars extant. In the *matter*, *arrangement* and *style*, we find a correctness, simplicity and beauty which we admire. These features must tend to make the study of Grammar, so often regarded as dry and uninteresting, attractive and successful. The Committee on Text Books for the Boston Schools, say of the Comprehensive Grammar, "It is a very extraordinary production, and if not decidedly the best textbook, is decidedly the best treatise on Grammar of which we have any knowledge."

AMERICAN JOURNAL OF SCIENCE AND ART.—The July No. is on our table, and is as usual, full of new and important matter. Only $5 per year, postage prepaid. Address, *Editors*, New Haven, Conn.

THE CONTINENTAL MONTHLY for July has an inviting table of contents. Its articles are imbued with life, and are adapted to the

stirring times in which we live. To single subscribers, $3; to clubs much less. Address *John F. Trow*, 50 Greene St., N. Y.

GODEY'S LADY'S BOOK.—Never old—always new and interesting. The August No. contains all the late fashions, with figures to illustrate, and a beautiful steel engraving entitled "Hallowed be thy name." For $2,50 we will furnish Godey and our School Journal one year.

ATLANTIC MONTHLY.—August No. contains excellent articles on a variety of subjects. Among these are, An American in the House of Lords; Theodore Winthrop's Writings; Wet-Weather Work; The Geological Middle Age; Side Glances at Harvard Class-Day; Political Problems, and Conditions of Peace. Atlantic with our Journal for $3,00.

ELEMENTS OF WRITTEN ARITHMETIC.—By Charles Davies, LL. D. Published by Barnes & Burr, New York. Any book from the pen of this distinguished author is worthy of attention. This work has caught up the idea of "Object Teaching" so popular at present in every department of instruction. It does not form a connecting link in the Series of the author's Course of Mathematics, yet he regards it important to have the book used after the Primary. Teachers will be glad to get hold of it.

CONGREGATIONAL QUARTERLY, for July, 1863, is a very attractive Number. Its articles are readable and instructive. To the denomination this periodical is invaluable. Only $1 per year. Address Rev. H. M. Dexter, Boston, Mass.

BALLOU'S DOLLAR MONTHLY MAGAZINE.—"The cheapest Magazine in the world," it is claimed. Each number is complete in itself, and is illustrated by wood cuts. Published in Boston, by Elliott, Thomas & Talbot.

THE SCHOLAR'S DIARY.—Published by Schermerhorn, Bancroft & Co., New York. This little work is designed to encourage pupils to keep a record of passing events, and to guide them so that they may do it properly and accurately. Its *printed* pages contain models, rules and suggestions, and the blank leaves are to be filled up with original exercises. The idea and execution of this work are excellent.

ELLSWORTH'S PRIMARY BLACKBOARD OF LETTERS and Figures ought to be hung up in every school-room and nursery in the land. Published by D. Appleton & Co., New York.

NINTH ANNUAL REPORT of the Supt. of Public Instruction in New York State is before us. It is a ponderous and very valuable document of more than 400 pages.

Glenwood Ladies' Seminary.—Whole number of *different* pupils, 180; average attendance, 115; number of Boarders, 85; number of Graduates, (July 1863,) 26. Fall Term begins Sept. 9.

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12mo. 288 pages. Muslin. 75 cents.

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DEFINITIONS are approached by means of preliminary illustrattion, which makes their abstract language intelligible, while it is in process of learning.

WORDS are classified under the parts of speech entirely and exclusively, ac ording to their *us:*. All such inconsistencies as "adjectives used as nouns," "adverbs used as adjectives," "transitive verbs used intransitively," etc., are avoided. A word used as a noun is called a noun, a verb used intransitively is called an intransitive verb, etc. This simple & natural course does away with all *arbitraty* classification of words, and enables every pupil to classify them readily and correctly for himself.

THE RULES OF SYNTAX are not left to the end of the book, but are introduced as they are needed, in connection with etymological parsing. Thus is avoided the absurdity (inevitable in all books that keep back the rules of Syntax) of requiring a pupil to give the case of nouns in instances in which he can have no possible clue to it.

THE MATTER is divided into Lessons of convenient length, followed, in every case, by a practical Exercise, which immediately applies, in every variety of way, the principles just learned. This gives an opportunity for a great amount of exercise—of lively interest to the pupil, and direct practical utility—not only in parsing and false syntax, but also, under etymology, on the forms of words, etc.

A BRIEF and rational method of analyzing sentences is presented not encumbered by technical terms, not perplexing to the teacher, or requiring labor on his part t omake it available.

DIFFICULTIES are boldly met and clearly dealt with. There is no noncommittalism. A lesson is expressly devoted to the explanation of perplexing constructions.

In minor particulars, it is claimed that this book will be found to contain many improvements. All these cannot be specifiedhere. Suffice it to say that it is believed to possess superior merit especialy in its drawing clear lines for distinguishing the several parts of speech; in its ignoring the neuter gender, an absurdity engrafted on the English Grammar from the classical languages; in its treatment of the comparison of adjectives; in its lucid and comprehensive exposition of auxillaries and practical directions and exercises for teaching their propor use; in its introd uction of *need* as an auxillary of the present potential; and in its peculiare terseness and perspicuity of style. The book aims, to *educate*, in the true sense of that word—to *draw out* the pupil s power of thought—to mak his mast ery of language intelligent and not mechanical, and to render Grammar as attractive a study as it has heretofore been repulsive.

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SEPTEMBER, 1863.

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A BRIEF and rational method of analyzing sentences is presented not encumbered by technical terms, not perplexing to the teacher, or requiring labor on his part t omake it available.

DIFFICULTIES are boldly met and clearly dealt with. There is no non-committalism. A lesson is expressly devoted to the explanation of perplexing constructions.

In minor particulars, it is claimed that this book will be found to contain many improvements. All these cannot be specifiedhere. Suffice it to say that it is believed to possess superior merit especialy in its drawing clear lines for distinguishing the several parts of speech; in its ignoring the neuter gender, an absurdity engrafted on the English Grammar from the classical languages; in its treatment of the comparison of adjectives; in its lucid and comprehensive exposition of auxillaries and practical directions and exercises for teaching their propor use; in its introd uction of *need* as an auxillary of the present potential; and in its peculiare terseness and perspicuity of style. The book aims, to *educate*, in the true sense of that word—to *draw out* the pupil s power of thought—to mak his mast ery of language intelligent and not mechanical, and to render Grammar as attractive a study as it has heretofore been repulsive.

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1863, Nov. 19.
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Vermont School Journal.

Vol. V. SEPTEMBER, 1863. No. IX.

LETTERS TO HIS TEACHERS;

BY A SUPERINTENDENT.

NO 2.

Miss S.: Your school is one of the largest and most difficult to manage in town. It is composed of lads and misses not selected from the best governed families in the neighbourhood, but coming from a village district just as they are. The intermediate school gathers in children at that age when they are the most unmanageable. In many instances, they have assumed family government at home and have expected also to rule in the school-room. Besides, they have been contaminated by the corrupting influences of village life. The very atmosphere they breathe is impregnated with moral poison. All these circumstances tend to make your task more difficult. But you have managed them well. Under your discipline the school has become quiet and orderly. Your activity and enthusiasm have awakened in your pupils, a new interest in school duties. They are more punctual, more attentive and industrious, more patient under restraint, and every way, better children and better scholars.

All this your Superintendent is happy to observe and acknowledge. You deserve success: for you have earned it by unwearied toil.

With so much of approbation and praise and even more might be expressed, allow me to criticise what I deem a

defect in your method of teaching. I think you do not *drill* your classes quite enough. You *teach* them and *hear them recite*, but they should be put under such a rigid process of *drilling* as would compel them to master every thing they undertake. This discipline should be as severe as the *military*, and should hold them to their work from the beginning to the end of the term. No fact nor principle should be passed over until it is thoroughly incorporated into their minds and until they have the power to express what they have learned, clearly, properly, and in their own language.

But allow me to be more definite on one point—You *teach too much in concert.* To relieve the monotony of the school-room and give variety, *concert* recitation is valuable. There may be some other advantages to be derived from this method, but to adopt it as a general or frequent exercise, in classes, defeats the very object the teacher should have in view.

And first, concert recitaion tends to destroy the habit of self-reliance. It divides the responsibility of perfect recitations among the class, when it should rest upon *each* individual member. All the real benefit any pupil receives in school, results from study and recitation. Hence, each must *study* for himself and *recite* for himself. No other person can do the work for him, or aid him in performing it. Any exercise or method of instruction that has a tendency to rob the scholar of his self-reliance and hard labor, does mischief.

Again, concert recitation encourages idleness. The pupil that chooses to play during study hours, finds here a sure protection from exposure and harm. He has no lesson, but that is of little consequence, as he may fall in and be borne on with the class. He has only to imitate the sound and repeat so nearly on time that the discord shall not be discovered. Even if he does not recite at all, if he only moves his lips the deception will not be discovered. The temptation to idleness under this process, is too great

to be resisted by many pupils and should never be placed before them. Each member of every class should be as independent and self-reliant as in the "no class" system. In no other way can idleness be prevented; in no other way can the pupil be *educated*.

I have no doubt, Miss S., that you will fully agree with me on this point, when your attention is directed to it. At any rate, you will appreciate my motive in writing you this letter of commendation and criticism.

I am, as ever, your Friend,

H.

THE NATIONAL TEACHERS' CONVENTION.

A convention of teachers from all parts of the Union, to the number of eleven hundred, assembled at Chicago on the 5th inst, and continued in session three days. New England was largely represented by both male and female members, and the press of Chicago is extremely enthusiastic over the intelligence and influence they exerted upon the convention. John D. Philbrick, superintendent of the public schools in Boston, ably presided during the session, and his introductory address is spoken of as a scholarly and high-toned production. The first day's proceedings were characterized by a lecture from F. D. Adams of Newton, Mass., upon "The bearings of popular education on civilization." During the remainder of the session, from the eastern delegates, a paper was read by S. W. Mason of Boston, upon "School gymnastics and physical training," and lectures were delivered by Rev. Thomas D. Hill, D. D., of Harvard University, Henry Barnard, LL. D. of Hartford, and by others from various parts of the east and west. The addresses embody much that is suggestive and pertinent, and clearly show a healthful interest in educational progress and the statistics of the schools.

No better proof of the real value of the convention is needed than the fact of its representative character, and perfect harmonious action. As a gathering of educators it was interesting and important; but viewed in the light of a universal power and influence through which is to be moulded the lives of coming generations, the convention becomes one of great intellectual weight and national importance. To the brain and enterprise of New England the country is indebted for most of the educational advantages it enjoys. And it is not to be wondered at, therefore, that the principal elements of the convention should be compored of the same material that has moulded the genius and talent of the age. The Chicago Tribune says of the eastern delegation:—

"We have heard a good deal about leaving 'New England out in the cold,' as if she were not worthy of the hospitalities of the Union, and only fit to teach school, write books, and keep the commandments. We are glad that she is fit for so much, even in the estimation of those who are unfriendly to her; and so far from keeping her out in the cold, we ought only to be too glad to keep her at all, and in our judgment the highest honors and the highest places in the land are not a whit too good for her. She is undoubtedly the salt of these States, and hers are the intelligence, nobility and virtue which keep the compact strong and sweet. We don't mean to say that there is no goodness out of New England, or that she alone can whittle and make wooden nutmegs, but we do say that if she really were left out in the cold, there wouldn't be many warm firesides left for an honest man to sit by. In other words, that New England, in spite of the copperheads, is a 'trump.' We are all of us proud, too, of the nasal states—our sisters of the big bonnets and old-fashioned gowns and petticoats—for we remember that many good things have come out of them, and that they have held the body of the republic together by the splendid blood and brains which they have put into it."

We are indebted to the Springfield (Mass.) Republican for the above notice. ED.

THE POSITIONS OF OUR PUPILS.

BY DIO LEWIS, M. D.

Figure 1.

After ventilation, no subject bearing upon the health of our children, during their school-days, is so important as position in sitting and standing.

First, a word on their attitudes while standing or walking.

Figure 1 shows a position of the arms which is much in vogue. If the hands be thus joined behind, it is not impossible to carry the head and shoulders well back; but the tendency to hold the body in the illustrated position is so strong, that, among the thousands I have seen walking with their hands thus joined, not ten have carried their heads and shoulders erect.

Figure 2 represents another attitude common in our best schools. Such folding of the arms tends to contract the chest. Whoever will fold his arms thus, and carefully watch the influence upon his shoulders and chest, will need no further illustration. One experimenter found that the quantity of air inhaled at a single inspiration was reduced from ten to twenty per cent. by holding the arms in this position.

Figure 2.

Figure 3.

Figure 3 presents a good attitude for the spine and chest, and one which, if practised in school, would tend to form the habit of walking erect. If teachers will stand or walk but ten minutes, holding the hands and arms in this position, I think they will be convinced of the truth of what I am saying.

The attitude in figure 4, may appear rather unseemly; but in a physiological aspect, and as meeting certain defects which are almost universal among the young of our country, it is the best possible position. The muscles in the back of the neck are, in almost every young person, so weak as to permit the head habitually to droop. Carrying the hands thus interlocked upon the back of the head, with the requisition that the pupil shall, during five minutes, three or four times a day, stand or walk with the head drawn firmly back against the hands, would do more to correct the habit of drooping shoulders, and a weak spine, than any other exercise of which I can conceive.

Figure 4.

It is not, however, for me—an outsider—even to suggest to teachers how often, and how long such attitudes shall be practised. I simply take the liberty to say, that they would tend strongly to correct certain distortions of spine, shoulders and chest, which are more or less inevitable, with the present positions in our schools.

But a tenfold more serious evil, in position, is seen in the pupil at his desk.

The face, when the head is held erect, is perpendicular, while the top of the desk is nearly horizontal. But the line of vision must be not far from a right angle with the surface of the book or atlas. To secure this necessary

relation between the face and the page, the pupil leans forward and holds his face nearly parallel with the desk-top, or the page of the book. If it were possible to hold the head back, and see the part of the atlas nearest the pupil, with the line of vision at an angle of forty-five degrees with the surface of the page, how is the pupil to see the part of the atlas which is one foot farther from his face? This he cannot do without carrying his head one foot forward. To be constantly changing the focal distance through the range of a foot, would soon ruin his eyes.

When pupils become fatigued by leaning forward, or from a conviction of duty would hold the head erect, we frequently see them attempt to secure the indispensable relation between the face and the page by placing two or three books under the upper end of the atlas. I have devised a simple, cheap, and, several eminent teachers say perfect means, by which this evil is entirely removed. It is illustrated in figure 5. The ladder is strong and not liable to get out of repair. The wire pall which supports it, is united with it at the upper end, not by a hinge, which might get out of repair, but by simply entering small holes in the side pieces of the ladder. The pall is held to the ladder below by a strap, which, with a hook, serves to alter the inclination of the ladder at pleasure. The finger-bars are joined to the ladder by strong

Figure 5.

Figure 6.

hooks, which are caught upon the cross rounds, and may thus be raised or lowered by a single motion of the hand. If placed as seen in the cut, they will hold two books,—for example, a Latin Reader and Lexicon.

Figure 6 shows two books thus supported.

Figure 7 illustrates the position of the pupil while using the New Book-Holder.

Every desk in the large school of N. T. Allen, Esq., at West Newton, is supplied with this new invention; and Mr. Allen has written me a very warm note of commendation, attesting their success in securing an upright attitude in his pupils.

Figure 7.

I have spoken of this book-holder, not because it is the only means by which such advantages may be secured, but as an illustration of possibilities. There is not an ingenious mechanic, but will for a dollar, furnish some simple means which will more or less perfectly secure the same results.

Engaged, for many years as a teacher of gymnastics in schools, my attention has constantly been called to the false positions among our pupils; and in these few paragraphs, I have ventured, for the first time as regards part of them, to call the attention of the public to the subject.

EXPRESSION IN READING.

'Tis not enough the voice be loud and clear,
'Tis modulation that must charm the ear,
When desperate heroines grieve with tedious moan,
And whine their sorrows in a see-saw tone,
The same soft sound of unimpassioned woes
Can only make the yawning heroes doze.

That voice all modes of passion can express,
Which marks the proper word with proper stress;
But none emphatic can the reader call
Who lays an equal emphasis on *all.*

Some o'er the tongue the labored measures roll,
Slow and deliberate as the parting toll,—
Point every stop, mark every pause so strong,
Their words like stage-processions stalk along,
All affectation but creates disgust,
And even in speaking we may seem too just.

In vain for them the pleasing measure flows,
Whose recitation runs it all to prose;
Repeating what the poet sets not down,
The verb disjoining from the friendly noun;
While pause, and break, and repetition, join
To make a discord in each tuneful line.

Some placid natures fill the allotted scene
With lifeless drone, insipid and serene;
While others thunder every couplet o'er.
And almost crack your ears with rant and roar.

More nature oft and finer strokes are shown
In the low whisper than tempestuous tone;
And Hamlet's hollow voice and fixed amaze,
More powerful terror to the mind conveys [?]
Than he who, swollen with big, impetuous rage,
Bullies the bulky phantom off the stage.

He who, in earnest, studies o'er his part,
Will find true nature cling about his heart.
And modes of grief are not included all
In the white handkerchief and mournfnl drawl;
A single look more marks the internal wo
Than all the windings of the lengthened O!
Up to the face the quick sensation flies,
And darts its meaning from the speaking eyes;
Love, transport, madness, anger, scorn, despair,
And all the passions, all the soul, is there.

Barnard's Journal. Vol. IV.

Avoid Circumlocution. We have seen this expression; "Simplicity of style is safe for all, for the writer and the reader. The former is more sure to be correct, and the latter is more certain to understand." It is related of Erskine that he was very impatient of any infringement of this requirement of good taste.

One of the judges who was in the habit of speaking in a very pompous manner, once failing to attend an appointment with Erskine, explained that his brother had *fallen* from a *stile* and sprained his foot. "It was fortunate for your brother," said Erskine, "that it was not from *your style* he fell, or he had certainly broken his neck."

A clergyman having introduced into his sermon the words "ostentations man" wished to satisfy himself whether all classes in his congregation would understand their meaning. So he called his footman and asked him what he thought was meant by an ostentatious man. "Why, sir, a perfect gentleman;" said Thomas "Very good" said the clergyman, "send the coachman here," and he was asked the same question. "An ostentatious man sir, replied Ellis, "why I should say an ostentatious man means what we call (saving your presence) a very *jolly fellow.*" The clergyman thought *simplicity of words* very necessary to his usefulness.

THE WINDS.

There are several causes operating to produce wind. Air, like most other substances, is expanded by heat, and contracted by cold. The heat of the sun then, by expanding the air, causes a motion in it, which is wind.

When we raise the upper lid of a bellows, air rushes in at the opening below; and in in a similar manner currents of air are produced upon the surface of the earth when the air in contact with it is lifted up by expansion from heat. As the air in the equatorial regions of the globe is always highly heated, it expands upwards and flows away towards the poles, while the cold, heavy air from the polar regions flows in toward the equator. But as the motion of the air around the axis of the earth is but slight near the poles, while it is about one thousand miles an hour at the equator, it follows that currents of air from the poles would not flow directly south and north and meet squarely at the equator, but they would incline toward the west, and when arriving at the equatorial regions, would form a strong current to the westward like that of the Trade wind.

The force of this trade wind is still farther increased by the motion of the air occasioned by centrifugal action. As a consequence of this action the air of the poles is drawn towards the equator, and pursues the same course as if set in motion by heat.

Still another cause of wind is the condensation of water vapor in the atmosphere, by which not only the elastic force of the vapor is destroyed, but an immense amount of latent heat is given out. As the piston of the steam engine is moved by the pressure of the air when the steam is condensed, so is the air moved when the water vapor in it, which is steam at low temperature, is con-

densed. The condensation in hail storms is so sudden and great, and the latent heat given out is so immense, that the cloud is rushed suddenly upwards into a very cold region of the atmosphere where its moisture is frozen into hail; and accordingly, the wind produced by such sudden action is usually very violent. A whirl-wind in the bosom of the clond might throw all the vapor to the circumference where it might become congealed into a cylinder of ice weighing tons. The stories of such masses of ice having fallen from the sky are not improbable.

Electricity is perhaps a more potent agent in the production of wind than any other which we have mentioned. Located at the poles as centres of action, it would attract either the positive or negative elements of the atmosphere, while it would repel the opposite; thus occasioning motions in the air proportionate to its own violence and energy of action. It would seem that it is by the agency of electricity alone that clouds amidst the intense cold of the polar regions are kept from freezing. Whirl-winds and tornadoes and hurricanes are undoubtedly occasioned chiefly by electricity. The direction in which the winds whirl, ought always to be noted,whether *with* or *against* the hands of a watch.

The usual means for observing the lower currents of the atmosphere is the weathercock. In some cases the the rod is extended down through the building, and by means of a needle or pointer attached to it, points out on a dial on the ceiling, the direction of the wind, so that all the observer has to do is to look up to the dial in his room or in the centre of the house.

We have mentioned a South West current of wind which prevails throughout a considerable part of the Northern hemisphere. It will be seen that the heated air which flows away from the equator toward the north has a velocity of eastern motion of about a thousand

miles an hour, which would cause this air in its progress northward to incline toward the East, and thus to appear to come from the South West. J. W. P.

FITNESS FOR TEACHING.

Timothy Titcomb discourses in the following strain to "*Thomas Arnold Jones, Schoolmaster.*" We hope the Teachers of Vermont will listen to these suggestions; for they are full of truth and importance. ED.

"Real fitness for teaching comes only with the most varied and generous culture, with the best talents enthusiastically engaged, and the noblest Christian character. Dr. Arnold was a great schoolmaster simply because he was a great man. His "fitness for hearing recitations was the smallest part of his fitness for teaching. Indeed, it was nothing but what he shared in common with the most indifferent of his assistants at Rugby. His fitness for teaching consisted in his knowledge of human nature and of the world, his pure and lofty aims, his self-denying devotion to the work which employed his time and powers, his lofty example, his strong, generous, magnetic manhood. That which fitted him peculiarly for teaching was precisely that which would have fitted him peculiarly for any other high office in the service of men. His knowledge of the ordinary text-books may not have been greater than that which you possess. His excellence as a teacher did not reside in his eminence as a scholar and a man of science, though that eminence is undisputed; but in that power to lead and inspire—to reinforce and fructify—the young minds placed in his care. He filled those minds with noble thoughts. He trained them to labor with right motives for grand ends. He baptized them with his own sweet and strong spirit. He glorified the dull routine of toil by keeping before the toilers the end of their toil—a grand character—that power of which so noble an example was found in himself."

The great result of schooling is a mind with just vision to discern, with free force to do; the grand Schoolmaster is Practice. *Carlyle.*

SURD SQUARE ROOTS.

A method of developing the fractional part of surd square roots into continued fractions,

(concluded)

If we apply the rule given at the close of the previous article, to the extraction of the square root of 7, we shall obtain fractional denominators, thus:—

$$\sqrt{7}=2+\cfrac{1}{1\frac{1}{3}+\cfrac{1}{4+\cfrac{1}{1\frac{1}{3}+\cfrac{1}{4}}}}\ \&c.$$

The fractional part of this result can be reduced by the common rule a little modified; but it will be more convenient first to change the continued fraction into the form

$$\cfrac{3}{4+\cfrac{3}{4+\cfrac{3}{4}}}\ \&c.,$$

a form which can also readily be obtained directly by the method applied to the number 2, with only the variation of making 3 the constant numerator.

Now to make a rule for reducing such a continued fraction, we may take the general form,

$$\cfrac{a}{b+\cfrac{a}{b+\cfrac{a}{b}}}\ \&c.,$$

of which the 1st. appr. $=\frac{a}{b}$,

the 2d " $=\frac{ab}{b^2+a}$,

the 3d " $=\frac{ab^2+a^2}{b^3+2ab}=\frac{ab.b+a.a}{(b^2+a)b+b.a}$,

the 4th " $=\frac{ab^3+a^2b}{b^4+3ab+a^2}=\frac{(ab^2+a^2)b+ab.a}{(b^3+2ab)b+(b^2+a)a}$

Whence it appears that the numerator of the 3d approximation=b times the numerator of the 2d+a times the numerator of the 1st; the denominator of the same being=b times the denominator of the 2d+a times the denominator of the 1st;—and that the terms of the 4th appr. are formed by similar operations on those of the 3d and 2d—and so on.

Indeed we might regard the form $\frac{a}{b+\frac{a}{b+\frac{a}{b}}}$ &c., as the *primary* one for all fractional parts of square roots. We should then have the constant numerator equal to the difference between the given number and the largest perfect square contained in it.

We may say then, $\sqrt{6}=2+\frac{2}{4+\frac{2}{4+\frac{2}{4+\frac{2}{4}}}}$ &c.,

$\sqrt{39}=6+\frac{3}{12+\frac{3}{12+\frac{3}{12}}}$ &c.

But the forms having unity for the constant numerator, when practicable without fractional denominators, are preferable, being more easily reduced.

The beauty of these forms of the roots of numbers is too apparent to require comment. They certainly give evidence of the exquisite harmony that permeates the whole numerical system. G. N. A.

INFINITE SERIES.

The summation of infinite series is among the elegancies of mathematics and hence is rather more attractive this warm weather than some other topics. The method devised by G. N. A. for the series proposed in the June No., is quite pleasing and perhaps as good as any unless we may prefer an absolute generalization. The only fault I can possibly find with it is that it does not sharply

define the law of the series by which we can extend it at pleasure. Suppose we put the series under the form

$$\frac{1}{1.\,2}\quad\frac{1}{2.\,3}\quad\frac{1}{3.\,4}\quad\frac{1}{4.\,5}\quad\frac{1}{5.\,6}\quad \&c.$$

Let q=the numerators=1 in this case; m=first factors of denominators=1. 2. 3. 4. 5. – – – n in order, in this case; p=difference between factors of denominators =1 in this case. Then $\frac{g}{m(m+p)}=\frac{1}{p}(\frac{g}{m}+\frac{g}{m+p})$.

If this is true of these two fractions, it will of course be true for series composed of them. Then we shall have in the given series

$$S=\frac{1}{1}\left\{\begin{matrix}\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+ \cdots \frac{1}{n} \\ \frac{1}{2}-\frac{1}{3} \qquad \frac{1}{n}-\frac{1}{n+1}\end{matrix}\right\}=1-\frac{1}{n+1}=\frac{n}{n+1}.$$

Now, when n=infinity, $\frac{1}{n+1}=0$; hence the sum of the series is simply 1.

Given the series 1—1+1—1+1—1+ &c.

The sum is evidently $\frac{1}{1-(-1)}=\frac{1}{2}$. Now, since any two consecutive terms=0, why not the entire series?

Ex. Required the sum of the series,

$\frac{4}{6}+\frac{5}{24}+\frac{6}{60}+\frac{7}{120}+$ &c. to infinity. T.

Man becomes what he is, principally by education; which pertains to the whole of life—A good education consists in giving to the body and the soul all the perfection of which they are susceptible. *Plato.*

Education awakes the innate power of the mind, and high cultivation confirms it. *Horace.*

We regard education as the formation of character, physical, intellectual and moral; as the process by which our faculties are developed, cultivated and directed, and by which we are prepared for our station and employment, for usefulness and happiness, for time and eternity. *Woodbridge.*

THE NUMBER NINE.

The number 9 certainly has many peculiarities, which have been deemed by some almost mysterious. As our system of numbers was adopted at a time when the "Immortal Gods" were supposed to meddle somewhat with the affairs of men, it may have been imagined that the Deities had taken this number under their especial care and cast about it a mystic shade through which no mortal eye could see. But laying aside all superstition and viewing the subject in the more modern light of common sense, the phantom shades will vanish into air and we shall no longer see "as through a glass darkly."

The properties of the number 9 alluded to in an article of the Apr. "Journal" I think may all be made to hinge upon this one, namely: "If any number is divisible by 9, the sum of its digits is also divisible by 9." This property is very well explained in some of the text-books on Arithmetic in common use; but I will venture on a brief explanation and from this will endeavor to draw some of the other "mysteries" out of darkness into light.

Since 9 is 1 less than 10, any number, upon being multiplied by 10, takes to itself 9 times itself or in other words itself times 9. Take, for example, the number 3. $3\times10=30=3+(9\times3)$. The same is evidently true of any other number as well as 3, and it is equally evident that if we multiply by 100 or any other power of 10, we shall still have an exact number of 9's plus the original number.

Now take the number given as an example in the article referred to, 5625.

By addition.
$$\left\{\begin{array}{rl} 5000= & \text{exact No. of 9's}+5\text{, 1st digit} \\ 600= & \text{" " " "}+6\text{, 2nd digit} \\ 20= & \text{" " " "}+2\text{, 3st digit} \\ 5= & \text{" " " "}+5\text{, 4th digit} \end{array}\right.$$
$$5625=\text{exact No. of 9's}+18\text{, sum of digits.}$$

Thus it appears that any number is made up of an exact number of 9's plus the sum of its digits. If then the whole number is divisible by 9, the sum of its digits must be divisible by 9, and also, "If a number divided by 9 gives a remainder, the sum of its digits divided by 9 will give the same remainder."

Take the example given, 5872

5000=exact No. of 9's+5
800= " " " " +8
70= " " " " +7
2= " " " " +2

5872=exact No. of 9's+22, sum of digits.

If we had divided 5872 by 9, our last dividend would have been 22, then in the end we get the same remainder as if we had simply divided the sum of the digits by 9.

"The digits of any number being transposed, and the original number subtracted, the remainder is divisible by 9." Take the example given, 7,364,289, the sum of the digits is $39 \div 9 = 4\frac{3}{9}$. Then, according to the above explanation the whole number equals an exact number of 9's+3. Now in whatever order these digits stand, their sum being the same, they still represent an exact number of 9's+3.

Transpose, 8,294,637=exact No. of 9's+3
Subtract original, 7 364 289=exact No. of 9's+3

930,348=exact No. of 9's+0

Other transpositions are unnecessary, the same is evidently true in all cases. J. L. E.

At the first it is no great matter *how much* you learn, but *how well* you learn it. *Erasmus.*

The intellect is perfected, not by knowledge but by activity. The arts and sciences are powers, but every power exists only for the sake of action; the end of Philosophy is not knowledge, but the energy conversant about knowledge. *Aristotle.*

EXAMPLES IN GRAMMAR.

"James, come to me." M. F. V. in June No.

Lady. Shepherd, I take thy word,
And trust thy honest offered courtesy,
Which oft is sooner found in lowly sheds
With smoky rafters, than in tapestry halls,
In courts of princes, where it first was named,
And yet is most pretended : in a place
Less warrented than this, or less secure,
I cannot be, that I should fear to change it,—
Eye me, blessed Providence, and square my trial
To my proportioned strength.—Shepherd, lead on.

Milton.

This passage from Milton's Comus well illustrates the usage referred to. The word *Shepherd* is twice used. It is used by the lady in both cases for the same purpose, namely, to call the attention of Comus to what she is about to say. So, in the sentence quoted by M. F. V. *James* serves to call the attention of the person whose name it is: and may be followed by a command, Come to me; or by the entreaty, Do come to me; or by a question, Will you come to me? or by a declaration, He came to me. Neither *shepherd* in the one case or *James* in the other, makes any part of what is said (i. e. of the command, entreaty, question or declaration,) to the person addressed; but prepare him to listen, by intimating beforehand that what is to be said will be said to him.

E. C.

Be Accurate. Teach children to make every sentence clear, grammatical, and pure in expression.—Parents as well as teachers should notice what *kind of use* is made of good language, as certainly as they should enforce the adoption of good language. A newspaper paragraph says "Thursday was appointed a day of humiliation and prayer in the church for peace. Special prayers for the speedy return of sick and wounded soldiers, and those who may die in battle, are appointed to be read."

Query. Did the House of Bishops mean to appoint a day of prayer for the peace of the church? and did they propose to pray for the "speedy return" of those who may die in battle? Is there anything in the construction of the sentences to prevent our getting an erroneous idea in each case?

QUERIES FOR OUR CONTRIBUTORS.

1. MR. EDITOR; In the article on *Rain* in the last number of the School Journal I find the following: "It was observed by one of the sacred writers, long before the Christian Era, (chapter 1st, verse 7 of Ecclesiastes), that 'All the rivers run into the sea, yet the sea is not full. To the place from which they spring they return.'"

Will J. W. P. inform his readers, what translation of the Bible he uses?

2. Page 191 of the same Journal, I find the following:

"GRAMMATICAL.—Somebody says that there are in the English Language, 20500 Nouns, 9200 Adjectives, and 40 Pronouns."

Query.—Are the rest of the 100000 words which make up our language, adverbs, conjunctions and prepositions?*

3. In E. C.'s article on English Grammar, (page 192 of the same Journal) I find a quotation from the Task Book beginning; "Come, thou, and, added to thy many crowns," and on the next page this remark: "The commas before and after *thou* are in accordance with (Brown's), Rule 12. 'Adverbs, when they break the connection of a simple sentence, or when they have not a close dependence on some particular word in the context, should be set off by the comma.'"

Will E. C. please explain how "*thou*" is an adverb?

W.

* What authority has W. for asserting that there are 100000 words in the English Language not here accounted for? ED.

4. T., in the June No. of the Journal says, (I quote from memory,) "The sides of a right-angled triangle bear the ratios 3, 4, 5 to each other in the order of their length." These words seem to declare that the sides of *any* right-angled triangle bear the ratios named; but this, of course, is not the meaning of T.: for it cannot have escaped his notice that right-angled triangles may be found whose sides in the order of their length shall bear to each other the ratios 5, 12, 13; 8, 15, 17; and many others. The mean,

ing of the writer, then, appears to be, that, in the right-angled triangle referred to, the sides bear to each other, the ratios 3, 4, 5 in the order of their length.

Now how is this conclusion reached?

A SCHOOLMASTER.

5. ANOTHER TEACHER INQUIRES, "And sometime when E. C. or some other writer on Grammar, is at *liberty*, I wish he would give *explicit* direction how to make a *dry* class of *drier* young ladies who consider themselves *advanced* and don't want to 'go over participles again,' *interesting*. I have tried quite hard six terms to teach a *good* school and have made out tolerably well as a general thing, but now when a scholar tells me the 'first day' that he is going to study 'grammar and *passing*,' I have learned to shudder within myself. I lay no claim to originality or ingenuity. Can any of my older brothers or sisters in the work recommend a substitute for those qualities? If they can and will, or inform me how the qualities themselves may be obtained, they will greatly oblige an earnest seeker." J. F.

EDITORIAL DEPARTMENT.

THE QUEEN'S ENGLISH.

We have been much interested in reading from the July No. of the Upper Canada "Journal of Education," an article written by Dr. Trench, Dean of Westminister, entitled "*A Plea for the Queen's English.*" And we believe our readers will be gratified by liberal extracts without much comment.

And first as to the use of "*singulars and plurals.*"—

"It is a general rule, that when a verb has two or more nominative cases to which it belongs, it must be in the plural number. But let us take care what we mean by this, in each case. When I say, 'John and James are here,' I mean 'John is here and Jame is here;' but when I say, '*the evening and the morning were the first day*,' I do not mean 'the evening was the first day and the morning was the first day,' but I mean '*the evening and the morning made up the first day.*' So that here is an important difference. I may use a plural verb when it is true of both its nouns separately, and also when it is only true of them taken together. Now, how is this in another example? Am I to say '*two and two are four*,' or '*two and two is four?*' Clearly I

cannot use are in the first explanation, for it cannot be true that two is four, and two is four But how on the second? Here as clearly, I may be grammatically correct in saying 'two and two are four,' if, that is, I understand something for the two and the four to apply to: two apples and two apples make (*are*) four apples. But when I assert the thing merely as an arithmetical truth, *with no apples*, I do not see how '*are*' can be right. I am saying that the sum of both numbers, which I express by *two and two*, is, makes up, another number, *four;* and in all abstract cases, where we merely speak of numbers, the verb is better singular: two and two '*is*', four, not '*are*.' The last case was a somewhat doubtful one. But the following, arising out of it, is not so: —We sometimes hear children made to say, 'twice one *are* two.' For this there is no justification whatever It is a plain violation of the first rules of grammar; '*twice one*' not being plural at all, but *strictly singular*. Similarly, 'three times three *are* nine,' is clearly wrong, and all such expressions; what we want to say being simply this, that three taken three times makes up, *is* equal to, nine. You may as well say, 'nine are three times three,' as 'three times three are nine.'"

It will be seen here that our author expresses some novel views, without special regard to established grammatical rules. If he is correct, much of the instruction of the school-room is wrong. We will notice one or two examples.

"Two and two *is* four." Is not "two and two" plural, and even *two* itself? And must not a plural subject have a plural verb? And what is the difference in the idea expressed by "two apples" and two as an "arithmetical truth." Again, "twice one *is* two." Is "twice one" singular? *One* is singular, but *twice* one is more than one, and "more than one" is plural. How can it be otherwise, if we abide by grammatical definitions at all?

Next comes the "use of adverbs."—

"I have heard young ladies, fresh from school, observe how *sweetly* a flower smells, how *nicely* such an one looks, and the like. Now all such expressions are wrong. These verbs, *to smell, to look*, as here used, are neuter verbs, not indicating an action, but merely a quality or state. To *smell sweetly*, rightly interpreted, could be applied only to a person who was performing the act of smelling, and did it with peculiar grace; to *look nicely*, could only be said as distinguishing one person who did so, from another whose gaze was anything but nice. The Queen's English requires us to say, 'How sweet the flower smells;' 'How nice such an one looks.'"

But I pass on now to Spelling.—

"The first shall be, on the trick now so universal across the Atlantic, and becoming in some quarters common among us in England, of leaving out the '*u*' in the termination '*our*;' writing *honor, favor, neighbor, Savior, &c.* Now the objection to this is

not only that it makes very ugly words, totally unlike anything in the English language before, but that it obliterates all trace of the derivation and history of the word. It is true that *honor* and *favor* are derived *originally* from Latin words spelt exactly the same; but it is also true that we did not get them direct from the Latin, but through the French forms, which ended in '*eur*.' Sometimes words come through as many as three steps before they reach us—

> "'*Twas Greek at first*; that Greek was Latin made;
> That Latin, French; that French to English strain."

The omission of the '*u*' is an approach to that wretched attempt to destroy all the historic interest of our language, which is known by the name of *phonetic* spelling; concerning which we became rather alarmed some years ago, when we used to see on our reading room tables, a journal published by these people, called the *Phonetic News*, but from its way of spelling looking like *frantic nuts*. There seems to be considerable doubt in the public mind how to spell the two words *ecstasy* and *apostasy*. The former of these especially is a puzzle to our compositors and journalists. Is it to be extasy, extacy, ecstacy, or ecstasy? The question is at once decided for us by the Greek root of the word. This is ecstasis, a standing, or position, out of, or beside one's-self. The same is the case with apostasy, a standing off or away from a man's former position."

Lay and *lie* seem not yet to be settled. Few things are more absurd than the confusion of these two words. To '*lay*' is a verb active transitive; a hen *lays* eggs. To '*lie*' is a verb neuter; a sluggard *lies* in bed. Whenever the verb *lay* occurs, something must be supplied after it; the proper rejoinder to be 'Sir, there it lays,' would be '*lays what?*' The reason of the confusion has been, that the past tense of the neuter verb '*lie*' is '*lay*' looking very like part of the active verb, 'I lay in bed this morning.' But this again, is perverted into *laid*, which belongs to the other verb."

"I pass from spelling to pronunciation. We still sometimes, even in good society, hear '*ospital*,' '*erb*,' and '*umble*,'—all of which is very offensive, but the last of them by far the worst, especially when heard from an officiating clergyman. The English Prayer-Book has at once settled the pronunciation of this word for us, by causing us to give to God our '*humble and hearty* thanks' in the general thanksgiving. *Umble* and *hearty* no man can pronounce without a pain in the throat; and '*umblanarty*' he certainly never was meant to say; *h*umble and *h*earty is the only pronunciation which will suit the alliterative style of the prayer, which has in it not only with our *lips*, but with our *lives*. If it urged that we have '*an humble* and contrite heart,' I answer so have we the 'strength of *an horse*:' but no one supposes that we were meant to say '*a norse*.' The following are even more deci-

sive: 'holy and humble men of heart:' '*thy* humble servants:' not *thine.*

From pronunciation we come to punctuation, or stopping. Many words are by rule always hitched off with two commas. '*Too*' is one of these words; '*however*,' another; '*also*,' another; the sense in almost every such case being disturbed, if not destroyed, by the process. I remember beginning a sentence with, 'However true this may be.' When it came in proof, the inevitable comma was after the 'however,' thus of course making nonsense of my unfortunate sentence. I have some satisfaction in reflecting, that, in the course of editing the Greek text, I believe I have destroyed more than a thousand commas, which prevented the text from being properly understood. One very provoking case is that where two adjectives come together, belonging to the same noun-substantive. Thus, in printing *a nice young man*, a comma is placed after nice, giving, you will observe, a very different sense from that intended: bringing before us the fact that a man is both nice and young, whereas the original sentence introduced to us a young man that was nice. While I am upon stops, a word is necessary concerning notes of admiration. The only case I know of where they are really necessary, is where the language is pure exclamation, as in—'How beautiful is night!' or, 'O that I might find him!'"

Let these paragraphs speak for themselves.

Glenwood Ladies' Seminary.—Fall Sessson begins on Wednesday, Sept. 9. A recent graduate from Dr. Dio Lewis' School in Boston, will have charge of the class in Gymnastics.

Dictionaries in England.–There are at the room of the agent for Webster's Dictionaries, at Mason & Hamlin's, 274 Washington Street, specimen copies of six different editions of Webster's Dictionary, published in England, and also specimens of "Noah Webster's British and American Spelling Book," and "The Illustrated Webster Reader," also from the English Press. No person can examine these volumes without realizing how very great a popularity the name of Noah Webster has attained in Great Britian.

—*Boston Journal, July* 23, 1863.

Rutland Co. Educational Association met at Rutland, Aug. 13 inst., president *S. M. Dorr* in the chair. From a report of the meettng which we *happened* to fall in with, we learn that the meeting was quite fully attended and conducted with spirit. The subjects of *Arithmetic, Grammar* and *Reading* were earnestly discussed by Messrs. *J. S. Adams, B. F. Winslow, B. F. Bingham,* G. R. Hitt & Rev. A Hyde. Addresses were delivered by *Secretary Adams* and Messrs. *H. Clark* and *J. Joslin. C. Parmenter* was Secretary pro tem.

Was any effort made to extend the circulation of the *Vermont School Journal,* or any desire expressed to have it live?

OUR BOOK TABLE.

EATON'S COMMON SCHOOL ARITHMETIC: Taggard & Thompson, Boston.

This is a new work on Arithmetic, by a popular author, and what is still better, by a practical teacher. We believe that no man is capable of making a good school book who is not himself an efficient teacher. The work before us was prepared for that class of pupils who have but a limited time to study the subject, and, as it seems to us, is admirably adapted to the Common School.

It has retained the leading features of the "Treatise on Written Arithmetic' by the same author, and all the more practical matter, while it has omitted the more difficult and less important. This book cannot fail, relying on its own merits, as all school books should, to find its way extensively into our public schools.

AN OUTLINE OF THE ELEMENTS OF THE ENGLISH LANGUAGE, FOR THE USE OF STUDENTS: *Charles Scribner*, New York.

This admirable little work was prepared by Prof. N. G. Clark of Union College, and lately Professor in the University of Vermont. It is designed to prepare the way for a more extensive study of English Literature, and is the result of many years study by the author, in the course of his professional duties in the College. The book is written in his own felicitous style and is well printed on good paper. It should be owned by every practical teacher and student in the land.

HARPER'S PICTORIAL HISTORY OF THE REBELLION. No. 1 of this splendid work we have noticed. Nos. 2, 3, 4 and 5 have not been noticed for the simple reason that they have failed to reach us until now. But we find these numbers fully sustain the character of the work as promised by the enterprising publishers.

The subject matter is well selected and arranged, the style is elegant and attractive and the execution of the work is entirely satisfactory. Every family should have a volume, to preserve in living characters, to their children and to the latest posterity, the memory of this infamous rebellion.

MASON'S MANUAL OF GYMNASTICS. We have noticed this book in a previous No. of the Journal and now take our pen to say, we are so well pleased with it that we have procured fifty copies with a view to furnish teachers who may wish to introduce Gymnastics into their schools. The work is admirably adapted to our common and graded schools and can be used at once, by any teacher, without instruction. *We will send it by mail, to any address, on receipt of twenty-five cents.* We will also send "*Lewis' Gymnastics*," a book of 275 pages, containing a full developement of his new system of Gymnastics, for $1,25.

THE ATLANTIC MONTHLY. September, 1863. Boston: Ticknor & Fields.

"The present is a capital number. Col. Higginson leads the table of contents with a spirited delineation of "The Puritan Minister" as he was in the days of his greatest glory, but lowest salary. E. L. Pierce has an interesting article on the 'Freedmen of Port Royal.' Agassiz illustrates 'The Tertiary Age.' Henry M. Alden gives a brilliant account of 'Thomas De Quincy.' Hon. Charles Sumner briefly describes some 'Interesting Manuscripts of Edmund Burke.' 'Harvard Heroes' and 'Who is Roebuck?' are the remaining essays. The stories, 'The Mather Safe,' 'Mr. Martin's Disappointments,' and the beginning of Mrs. Lewis' are all readable, as are the poems and literary notices."

THE CONTINENTAL MONTHLY. September, 1863. N. York. "The Continental opens with an explanation of the 'Southern Hate of New England.' 'The Early History of Printing and the Newspaper Press in Boston and New York,' contains many curious and interesting facts. 'The Great Riot,' meaning that of New York, is very ably and fairly discussed. Hon. Robert J. Walker clinches his former damaging exposition of 'Jeff Davis and Repudiation.' But the article in the present number which will command most attention from thoughtful readers, is that of Dr. McGowan, on 'Japanese Foreign Relations.' It displays the same mastery of his subject, particularly in its bearings upon this country, which has made Dr. McGowan's Lectures in most of our large cities so acceptable to the mercantile classes and all others who heard them."

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THE

Vermont School Journal.

Vol. V. OCTOBER, 1863. No. X.

LETTERS TO HIS TEACHERS;

BY A SUPERINTENDENT.

NO. 3.

Miss A.: Your examination showed that you lacked not only experience but professional knowledge.

You had evidently given little or no attention to the Theory and Practice of Teaching. You had some false ideas in regard to the subject and on some points you seemed quite ignorant even of first principles.

These were my impressions at the time of your examination and my first visit to your school did not remove them. I found the school in a chaotic state. Your pupils had learned as they always will in such cases, that you would not control them; that they might, with impunity, do what they pleased, and that there was no necessity for study. In the school room confusion reigned; idleness was well nigh universal. At recess, boys and girls were excused at the same time and went out in great disorder. When they were dismissed at night, the house resounded with mingled yells that reminded me of the earlier days of savage life.

You may think strange that with these views, I gave you a certificate at first, and that I did not revoke it afterwards. The reason was simply this; no man can judge accurately of a teacher's qualifications to manage and teach school by an oral examination. A candidate

who has sustained a good examination, may utterly fail in the school room, while another who has partially failed on examination, may succeed well. And it would not have been fair to revoke your certificate without an effort to correct the evil.

The sequel shows that I judged fairly: for the evil has been corrected. I spoke to you with great plainness, pointing out your faults and the manner of correcting them.

With commendable promptness you entered upon the work of reform and before my second visit, you had wrought an entire change. The school did not appear like the same one. Order had come out of confusion and light out of darkness.

The fact of this pleasing and satisfactory change will justify me in again alluding to the important points under criticism. You will now see the importance of more knowledge of your business, and will avail yourself of every opportunity to read upon the subject, before the opening of your next school. Among the best books for the young Teacher, will be found Hall's "Teaching a Science, the Teacher an Artist," Northend's "Teacher's Assistant," Page's "Theory and Practice," Holbrook's "Normal Method of Teaching," Sheldon's "Object Lessons," Wells's "Graded Schools" and Barnard's "Normal Schools." Many more books might be added to the Teachers' Library. She should read some educational Journal and hear all the lectures that come in her way.

When again you enter the school room, see to it that you, at once, establish supreme control over your pupils. Never allow it for a moment to be doubted that you are mistress of your position. It would make no difference in regard to your duty in this respect, if all your patrons and pupils disapproved of good order.

There is no danger, however, on this point. Rigid discipline is always popular, if the teacher is judicious in enforcing it. The lawless scholar and the fault-finding pa-

rent will be the first to detect looseness in government. That scholar would enjoy freedom from restraint; that parent may not wish to have *his* children punished, but *both* approve of law and order. You should not wait to enquire what others think about it, but establish and maintain your authority at all hazards. Without rigid government any school is worthless.

Again you should take early measures to awaken an interest in study. It will not do to allow idleness for a single hour, but you cannot *enforce* industry so well as to secure it by indirect means. Make study and all school duties *popular* and your object is accomplised. No one can breathe the atmosphere of a well regulated school without being invigorated and inspired to put forth new effort. And nothing is more important as a means of securing good order aud improvement, than correct public opinion. See that your pupils are fully employed; they will then have no time for mischief. Let every school exercise be systematically arranged, and every movement in good order.

One more idea occurs to me in regard to recess. As you excuse the girls at one time and the boys at another, let the half hour be employed in rendering individual assistance to those who remain in the school room. You will find many advantages from such a course.

In conclusion allow me to express the opinion that you have the ability to make a good Teacher. Avail yourself of all the means, therefore, to so noble an end.

Yours truly, H.

"Bitter words and hard usage freeze the heart into a kind of obduracy which mild persuasion and gentle language only can dissolve." The teacher has been fortunate in self-control, who has never had occasion to feel how much unfailing gentleness on his own part would have advanced the success of his school.

THE VILLAGE PEDAGOGUE.

BY J. J. CLUTE.

In yonder valley, in whose bosom rest,
  Throughout all seasons, many a fetid pool,
Where croaking frogs and slimy snakes infest,
  There stood, remote and lone, the village school:
By art deserted and by nature cursed,
Of all the spots the foulest and the worst,
Unfit for any human dwelling-place,
But good enough to drill the rising race.

Here, where the fathers, in the days of yore,
Imbibed, with youth's reluctance, all their lore,
Their children came, in the same fountain dipped,
By the same pedagogue were taught and whipped.

He was a rare instructor, and in truth
Conceived himself the only guide for youth
That all the village boasted. He began
In the same year the teacher and the man,
And for a term of fifty years, or more,
He drilled the children of the rich and poor.
For fifty years, with zeal that ne'er did tire,
He taught 'the young idea how'—to fire;
And, as each generation round him grew,
Beat in their heads the little e'er they knew.

His views of government, though not his own,
Were based on force and fear, and these alone:
Kindness in discipline was out of season,
And quite absurd were all appeals to reason.
Children by nature were depraved and idle,
And needed, like a horse, a whip and bridle.
Some times they went too fast, some times too slow,
Some times refused a single step to go:
And what effect has kindness in such cases,
When children kick and play, and break their traces?

Kindness, forsooth! one might as well attempt
To calm a whirlwind with an argument,
To tame a hungry tiger with a kiss,
As look to kindness in a case like this!

And talk of reason! What can reason do
To make a child obedient and true.
When nature gave it such a stubborn will,
And filled its heart with principles of ill?
Reason, forsooth! Why, he must be a fool
Who thinks that reason e'er controlled a school!
Like other men who feel their cause is lacking,
And ne'er would suffer for a little backing,
To prove the soundness of his own suggestion,
He quoted scripture to decide the question;
Appealed to Solomon, who oft declared
The child was ruined if the rod was spared,
That he who, in his kindness, spared the rod
Perverted all the laws of man and God.
And who, of all that ever dwelt below,
Than mighty Solomon should better know?
Or where's the man, whoever he be,
That ruled a larger family than he?

Smile not, nor ridicule the learned sage:
His doctrines were the doctrines of his age.
Had he removed, or changed his long-tried system,
The village public sorely would have missed him.
So long had they believed that education
Was the result of frequent flagellation,
That, had a man proposed to take this school
And govern it by any other rule
Than that of brutal force, they would have said
The man was either ignorant or mad.
What wonder, then, that, under such a plan,
The boy grew up to be a stupid man?
Or, if his brains were kept from a collapse,
It was in spite and not for want of raps.

Perhaps it may in some excite surprise
How such a man so long maintained his station.

'T was not because of his abilities,
Nor yet of his superior education,
Nor yet because he laid his plans the deepest;
But 't was because he always taught the cheapest.
Let not the sage beneath your censure fall,—
He gave them what they paid for, that was all.

Thus, year by year, he beat, and banged, and basted,
And year by year his sands of life were wasted;
Until, one day, another teacher,—stronger,
Who taught another school, and taught it longer,
Oft styled by poets 'the great teacher, Death',
Gave him a blow that took away his breath.

Now that his rod is broke, his ferule rotten,
And he, beneath the sod, almost forgotten,
The school-house in a gravitating state,
The people have discovered,—rather late—
Be other services whate'er they may,
Cheap school-houses and teachers never pay.

AMERICAN TRAVELERS TALKING FRENCH.

I undertook to speak French. It was a spectacle of lingual gymnastics that did not fail to excite admiration and elicit smiles. Usually I began with a noun. Throwing that out in a very bold manner, I then sent the verb straggling after it as best it might, somewhat disheveled, and often much dislocated, and then the adverbs and adjectives were thrown in at the end, as so much to boot, for the very obliging manner in which my other parts of speech had been entertained. There are three of us you know, in company, the LL.D., the Preacher, and myself the Editor. The Doctor is dignified, deliberate, and slightly sensitive to inaccuracies. His attempt at French consists, usually in drawing himself up like a statue of marble, and receiving the whirl of sentences with which the polite officials come down upon him with the most patient si-

lence. Sometimes he would (like a bird that has not quite made up its mind whether to sing or not, and throws out a note or two) very deliberately ejaculate one or two good French words, and while the polite shopman, or woman rather, waited for the rest, he relapsed into silence and meditations on that mysterious providence that debarred so large a part of mankind from the privilege of understanding English!

But the Preacher is of another mood. As he knows no French, so he has no scruples. I correct myself. He does know several words. The ones are, "*Eh bien!*" and "*Oui!*" This last one he employs indefinitely; with an upward inflection, a downward accent, with duplication and reduplication. Indeed he uses that "Oui" as one would a gimlet or auger, and by expert turning round and round, he bores into many a success which the Doctor's sensibility would neglect or refuse. But the Editor's French, if generally adopted, would mark an era in the language. If you can imagine a railroad conductor trying to pick out the passengers' baggage and mixed material from a car that had run off the track, and got mixed in a heap, you can conceive of the situation of a Frenchman attempting to decipher his sentences. I am like one who fires into a tree where he suspects there are pigeons, both barrels, and then waits to see what he has hit. Sometimes I get a bird, sometimes a feather, but oftener only leaves. But who shall describe the scene that took place on our arrival at Paris from Rouen and Havre?

It was eleven o'clock on Saturday night. We all were asleep on entering the city, and roused up to the summons of the guard. We had no courier, guide, or French-speaking friend. Our eyes were dazed with the sudden glare of light. We had ludicrous ideas of French police, and custom-house officials, and railroad attendants, and porters, and cabmen. In English, we would meet and charge upon a thousand. But without the language, how simple and feeble a man becomes! We followed the

crowd, entered a waiting-hall, and waited, wondering what would come next. At length, some doors were shut behind and some opened before, and all of us entered the adjoining room to point out our baggage. Ours had come on before us, and was stored. We presented our receipt, which called out a string of French questions that sounded like a reveille. I raised my eyebrows, brought up my shoulders, and said, "Speak English, if you please!" This was a poser to him, and he turned me over to another, who went through about the same experience. Three had the benefit of my opinion concerning miserable Frenchmen who could not speak wholesome English! For, when I found that no harm came from the uttermost liberty of speech in English, I amused myself by plain talking, as thus: "My dear sir, you have no idea how much better you would look if you only spoke a decent language!" At which he pointed at one trunk and another, as if to find out which one I alluded to. At length we divided our forces. We set the Doctor to guard the light hand baggage. We appointed the Preacher to go out and secure a cab; while the Editor, by an elaborate pantomime, should free the baggage from official duress. The Doctor stood in dignified patience, opposing to every man that insulted him by talking French, a resolute silence. The Preacher commenced a system of nods and gestures with the cab men, which seemed only to prevent any one of them from an engaegment. One by one he succeeded in losing every cab on the stand, and at length, by some providence, he found a man that, regarding him as sane, accepted an engagement. But, alas! it was only an open carriage, with no room for trunks, unless we would consent to pile them up on the seats, and then mount on top of them, and ride to the Grand Hotel like so many birds roosting on a wood-pile!

Meanwhile, the Editor was surrounded by a crowd of porters and officials, who, seeing him to be more than good-natured—to be even enjoying the exquisite ludi-

crousness of the scene, were volunteering all manner of help, except that only help I needed—a dozen plain English sentences!

It is not often that I gather as much pleasure from a half-hour as I did from this midnight scene in a Paris depot. Three gentlemen supremely blessed with tongues, whose whole life-work was carried on by talking, and here they were, cooped up in a corner, helpless and useless for want of a few words! My tongue lay dead in my mouth, like an old sword hung up in a sheath in times of peace! I could not avoid sitting down to a burst of laughter so hearty that all the officials sympathized. Indeed, laughter is alike in all languages. I laughed in French as much as in English—and found that good-nature and laughter did more for me than all my vain gestures and incohate and gutteral abominations called French words. They shoved my trunks along unexamined, and only demanded the fee of a few sous for the porters. Arithmetic in French is worse than any other part of the language. I drew out a whole handful of silver, and reaching out my open palm said in plain English, "There, do your own reckoning, and take what you want." At this *they* roared—and we were all friends in a minute. They partook very moderately, taking no advantage, I am sure, and each one became eager to take a trunk, to secure a cab, and in general to get us off in good style. So we triumphed by good nature, in spite of French and the custom-house.—*Beecher, in the Independent.*

MULTUM IN PARVO.—The largest pearl in the world, valued at $5000, weighs less than one third of an ounce.

All the gold in the world, if melted into ingots, allowing £2.000.000 to the cubic yard, might be contained in a cellar, 24 feet square and 16 feet high.

An iron safe 9 1-2 feet square, and 9 feet high, would, hold all the wealth obtained from California and Australia. Yet what a great ado must be made over such a trifle.

DEW.

Dew is one of the forms of meteoric water, or water distributed over the land through the instrumentality of the atmosphere. It is a cloud formed upon the surface of the earth instead of the sky. As a general rule, when clouds form in the sky, none form upon the land; and *vice versa*, when they form upon the land, none form in the sky as the sky on dewy nights is clear and cloudless. Let us trace the process by which the dew-cloud is formed.

During the day time the heated currents of air rise upwards and carry all the vapor, whether from water or leaves or flowers, or from whatever other source, up with them towards the upper strata of the atmosphere; and all the clouds which are formed, must be formed there, in the cooler strata of the air to which the vapor is borne. But at night, on the withdrawal of the sun, the currents of air no longer rise upwards. An opposite tendency takes place, the air becomes cooled and falls downwards. Much of the vapor, therefore, that is thrown into the heated air during the day, falls down at night and becomes deposited on the cool surface of the land—the trees, shrubs and grass. These are so contrived by nature that they radiate heat rapidly; become suddenly cooled in the shades of night, and thus condense some of the abundant vapor that settles down towards the surface on the withdrawal of the sun. It is in this way that the plants are replenished in a measure with some of that moisture which is taken from them by the excessive heat of the day, and which enables them to withstand long drouths. There is nothing more beautiful than that invigoration which is given the plants in the great heats of summer by the refreshing dews of night. Every stalk and every blade seem to stand more erect and to feel the joy and exhilaration of growth.

During the season of the grasses and flowers, there is a great deal of sweet vapor that goes up from them during the day, and mingles with the other vapors of the air; and at night it becomes deposited as a part of the dew, thus forming what is called *honey-dew.* The flowers smell more sweetly during the night than in the daytime, because the currents then being downwards, the vapors expand and linger over the surface instead of rising up into the air and becoming lost to the sense of smell. For the same reason the air from foul places is worse by night than it is by day, and hence the night air, in certain localities, is said to be unhealthy. The moment the sun ceases to shine, the vapors that have been liberated by his heat cease to rise, and they linger, in a calm air, near the places they are produced. If a wind prevails, they are blown away, and no dews are formed.

The dew-cloud often begins to form before the setting of the sun, and in certain localities and seasons it is formed chiefly during the day time. For instance, in the region of the upper lakes, during the breaking up of winter, the dew-cloud of the daytime is frequently so dense as to put out the fires. During the prevalence of this dew, sometimes a period of six weeks, the sky remains beautifully clear and blue; for the cloud which forms, forms upon the land instead of in the sky. The icy coldness of the land and the lakes condenses the vapor from the air which is being warmed up by the spring sun, and thus, while furnishing no vapor themselves, extract from the air all that is brought from the southward.

In other localities, in Utah, for instance, dew is seldom deposited, either during the day or night. The air is so dry that it requires a greater degree of cold than is produced in one night to condense moisture from it; though this does sometimes happen, and white frosts are then produced.

The manner of measuring dew is by spreading a blanket upon the grass and carefully weighing it before and after the dew has fallen. The number of square feet or inches in the blanket compared with the weight of dew deposited upon it, will readily give the depth of this meteroric water in small fractions of an inch. As an example, a pound's weight of water contains 27.7015 cubic inches. If this were spread over a blanket containing 27.7015 square feet, there would be one inch of water to one square foot, or 144th part of an inch of water to one square inch of blanket. J. W. P.

PHYSICAL CULTURE.

It has been said, "He that sinks his vessel by overloading it, though it be with gold and silver and precious stones, will give his owner but an ill account of his voyage."—It is equal folly to develop and store the mental and moral being, while the physical is neglected and left to sink under the influence of contracted disease.

An intellect cultivated at the loss of health is as valueless to its possessor, as the pottage of Esau without his birthright. The body as a medium of communication between the inner and the outer world sensibly affects, for good or evil, whatever of light or knowledge the mind receives.

We daily experience the influence of its tone upon our spirits and in mental application. In short, we know that an active vigorous and productive mind, demands a healthy and energetic physical organization.

In the constitution of nature, harmony is the crowning excellence. A musical instrument made of the choicest materials wrought with tho utmost skill and beautiful with the most exquisite carvings, must also produce rich and harmonious music or it is pronounced worthless.

How much more essential that man, whose noblest aim is extensive usefulness in every relation in life, should effect the full development of all his powers, physical, moral, and social.

The mass of mankind choose for themselves a profession and spend all their energies upon its peculiar duties. The farmer, the mechanic, the merchant, and the man of letters, each brings into exercise just those faculties and muscles which his employment requires, and all others suffer from neglect. The great want of the age is physical culture. Without it no course of study is complete.

The preservation of health, the acquirement of physical power, of useful arts and accomplishments, render necessary a scientific course of physical training.

Dr. Lewis' New Gymnastics have already put in progress a revolution which must sensibly affect the physical condition of our race.

Ancient History reveals a system of Gymnastics among the Grecians, (who were the originators of the art) as early as the days of Lycurgus, which were taught as a most important branch in the schools of Plato and Aristotle.

Although their system was constructed upon somewhat different principles, and in many respects inferior to the one now in use, yet its utility is admirably displayed in the strength and endurance of the brave Spartan warriors.

As a nation, the Spartans were very rigid in exacting a gymnastic training for their youth, having in view, principally, military discipline.

Girls were also expected to be good gymnasts. In order to secure a degree ef perfection in the art, no young woman could be married until she had displayed her proficiency in gymnastics.

In course of time, Gymnasiums were introduced into all parts of Greece. Those who excelled in practice

were considered the noblest and happiest of mortals. Honorable rewards and civic distinctions were bestowed upon them, and every possible means employed to show the respect in which they were held.

Later, the Romans, who made the good of every civilized land their own, became deeply interested in Physical Culture. During the reign of the "Cæsars," Gymnasiums were built and magnificently furnished; public games of various kinds were instituted for pleasure as well as profit, but as the people became demoralized the art degenerated into pugilism and gladiatorship. When Rome fell, gymnastics as a science seemed to be lost in the ruins of civilization, and no trace of it again appears, until the spirit of chivalry aroused the generous and virtuous principles of human nature, inciting the people to the performance of every noble, valiant and heroic deed.

As strength of muscle, beauty of form, graceful movement, religion, honor and courtesy, were the requisite acomplishments for those who aspired to the honors of knighthood, a long and thorough drill in all the exercises calculated to produce these qualities became necessary. Strength of body was gained principally by running, leaping. climbing, wrestling, holding the breath, shouting, rowing, swinging, and military exercises; still very different from the modern, the first traces of which appeared among the Prussians, who, becoming impatient under the encroachments and dominations of the Napoleonic rulers, instituted Modern Gymnastics for the purpose of bringing the youth together, making them strong to resist the invaders, and at the same time instill sentiments of patriotism.

Jahn who seemed foremost in the work, established several schools, which were under his superintendence, but as the system was considered the means of spreading liberal ideas, it was suppressed by government and the originators imprisoned. But the noble work of reform, which he had started was eminently successful in many of the

European countries, and in the last part of the eighteenth century was introduced into this country by the Germans.

Its results for the general health and happiness of the people, are too evident to need rehearsal. The New Gymnastics have become as essential to the success of the scholar as the book and pen.

The dumb-bells, rings, wands, bean bags, blow gun, spirometer, and nine pins, we believe to be more efficacious in preventing sickness than all the remedies of the medical art. They drive dull care away, lift despair from our hearts, exhilarate the mind, invigorate the exhausted nervous system and create that cheerfulness and buoyancy of spirit so essential to success.

Who that witnesses the exercises can entertain a doubt respecting their results?

Who that is continually making large drafts on his intellect does not realize a proportionate want of physical vigor?

Who that thinks of the present rebellion, does not wish that he were possessed of the strength of Hercules, the ambition and forethought of Caesar and the wisdom of Solomon?

Let each remember that Physical Culture lies at the foundation of all these qualities. J. E. L.

To a pupil, the teacher is the example, the pattern he imitates; hence the necessity for a continued watchfulness on the part of the teacher. "*As is the teacher, so is the school;*" *so is the class;* therefore, he should, in the presence of his pupil, do nothing he would not have him imitate. The pupil should not be censured for an offense similar, in whole or in part, to that which he sees committed by the teacher.

VOCAL MUSIC A MEANS OF MORAL CULTURE.

Music is emphatically the language of emotion. It does not appeal to our reasoning faculties, but to our feelings. We can affect the moral character only through the feelings, and when the language of speech becomes inadequate to this expression, music, and more particularly vocal music, becomes a potent and salutary agent in interpreting it.

Music in its pure and legitimate form, always tends to soothe, refine and make man better. The song that a mother sings beside the cradle of her child, will be sure to have its influence. Instances have frequently occurred in which the song that has been learned in childhood has been the means of bringing the wanderer back from the ways of vice and folly, to the paths of virtue and rectitude. It has come to be a proverb, that a singing family, is a *happy family*. It has been found that schools in which music is taught are more easily governed. Singing always interests children, and the teacher, who teaches them good songs, not only benefits them, but if he is a prudent teacher and can gain their respect otherways, will be sure to gain their affections by aiding them in singing.

Although music should not be taught for the mere purpose of recreation, yet its influence upon the mind when one is weary by continued application is soothing and invigorating. Plato says: "Music to the mind is as air to the body," and Aristides says: "Music is calculated to compose the mind and fit it for instruction;" and Milton, who was accustomed to avail himself of the influence of music to fit his own mind for study and thought, remarks that "If wise men are not such, music has a great power over disposition and manners to make them gentle." We

seldom find a singer of dull disposition, although some may yield themselves up to an improper indulgence of music and become unfit for almost any thing substantial and useful. It is not the fault of music, but of an improper cultivation of the musical talent. One may give himself unreservedly to any exciting subject, and become unfitted for the common business of life. To well balanced minds, music can never be injurious. Music may be wedded to immoral words and thus be the means of great evil, as well as of great good when associated with those of an opposite character. Music is almost the only branch of education, aside from divine truth, whose direct tendency is to cultivate the *feelings*. The culture of the feelings is as important as that of the intellect, and our happiness, depends more upon the former than on the latter.

EPSILON.

ENGLISH GRAMMAR.

QUESTIONS AND EXERCISES.

I know of no better way to direct the attention of students and teachers to some of the important points in Grammar, than to propose a few questions and exercises, which may serve for self examination in regard to one's knowledge of Grammar, or in regard to the subject matter of one's teaching. The questions and exercises presented are intended to be suggestive.

What is meant by parts of speech?

What is the need of classifying words into parts of speech?

Write the plurals of school, church, lady, money, cargo, cameo, and give the rule for each.

Write the possessives singular and plural of boy, man, fly, and give the rule for each.

In what does the adjective differ from the noun?

In what does the article differ from the adjective?

Compare loud, wise, noisy, useful; and give the definitions relating to comparison, the rules for forming the comparative and superlative, and the rules for spelling applicable in comparing the words given.

Into what classes are verbs divided in respect to their meaning?

Into what classes are verbs divided in respect to their form?

What class of verbs have the active and passive voices?

Of what is the passive voice of the verb composed?

Of what is the progressive form of the verb composed?

What are the signs of the tenses in the indicative mood?

What are the signs of the tenses in the potential mood?

What is the sign of the infinitive mood?

What is the sign of the imperfect participle?

Write a synopsis (in all the forms which each verb may have) of learn, study, see, cut, go.

Give the meaning of *of* in the following passages:—

"I should have sorrow from them of whom I ought to rejoice."

"For out of much affliction and anguish of heart I wrote unto you."

"Which was afflicted of many."

"That I might know the proof of you."

2 Cor. 2 Chap.

Analyze and parse the following:—

Some in their discourse desire rather commendation of wit, in being able to hold all arguments, than of judgment, in discerning what is true; as if it were a praise to know what might be said, and not what should be thought.

Bacon, Essays.

Also parse the italicised words in the following passages:—

Saviour, may these meetings prove
Preparations *for above.*" Hymn.

"*Such as those wrongs* are, the federal government is

about not only *to repeat them* in a more grievous form, but *to add* to their number." Evening Post.

"*Monday, to here.*" Note of a pupil in her book.

E. C.

ERRATA.—In No. VII, page 172, line 21, for "propositional" read prepositional. In No. VIII, page 192, lines 15 & 26, and page 193, line 5 for "thou" read then. Also in No VIII. page 192, line 24 for "Task Book VI" read The Task, Book VI.

ARITHMETICAL QUESTIONS.

"A Corporal and Private reconnoitering,—the former has 6 loaves of bread and the latter 4,—are met by a Lieutenant who says, 'If you will let me partake with you I will pay well for what I eat.' They share the bread equally and the Lieutenant gives them a watch worth ten dollars..

The Corporal wishes to know how much he ought to give the private and keep the watch."

(Signed) "T. J. Deavitt."

The above question appeared in the Boston Cultivator sometime since and has created quite a dispute among the young arithmeticians here, in relation to its solution and answer. No solution was given in the Cultivator, the answer was $2.

Now to have the matter fairly settled, they propose, (with your permission, Mr. Editor) to have it laid before the readers of the School Journal for solution.

Montpelier. Ex. Teacher.

I offer the following problem for solution by Arithmetic: S. E. G.

A bought a piece of cloth, giving as many dollars per yard as there were yards; while B bought a finer piece

giving likewise as many dollars per yard as there were yards, and it was found that B's cost $28 more than A's; and had B paid the same rate per yard that A did, his (A's.) cloth would have cost him $48. What did each pay and what quantity of cloth did each get?

We are obliged to reserve several solutions and examples for future Nos., for want of room. ED.

EDITORIAL DEPARTMENT.

EDITORIAL CORRESPONDENCE.

New York City, Sept. 19, 1863.

Mr. Editor: In the editorial department of the September number of your Journal are some extracts from an article which appeared first, I believe, in an English Journal called "Good Words" and which has been *attributed* to Dean Trench and appears to have been printed in the Upper Canada Journal of Education.

Your remarks on the first extract you make seem to be amusing in a Journal for Teachers. The author of "A plea for the Queen's English," in his explanation of the proper number for the verb in the sentences "Two and two is four" and "Twice one is two" cannot be expressing views which are "novel" to authors of several of our good grammars or to the many writers who have written within a few years past on this particular question in several of the school Journals of this country, or to many teachers who have examined this question as suggested by errors of grammar found in popular arithmetics.

Please to read carefully and analyze your paragraph on page 224 which reasons on the language Two and two *is* four. Allow me to suggest that your language is correct but your reasoning is wrong. You use the singular verb "is" throughout, also the pronouns "itself" and "it." "Two itself" is not plural; it is the name of *a number* not of *numbers* without* you consider it as an adjective limiting a noun as "two apples" which as an idea is *very* different from an "arithmetical truth" (singular.)

One good author on English grammar says When substantives

*Webster says "this use of *without* is nearly superseded by *unless* and *except* among good writers and speakers."—ED.

connected by *and* denote *one* person or thing, the verb is singular as Why *is dust* and *ashes* proud. The saint, the father, and the husband prays. Burns.

Another good author says, When co-ordinates are regarded by the mind as representing *one* thing the verb should be singular as "Bread and milk *is* excellent food for children" etc.

The June (1860) number of the Illinois Teacher contains an article of 7 pages on this subject which is a most thorough and exhaustive examination of this question. Bullion's Analytical English Grammar. page 39, note, gives a full grammatical explanation of the proper construction of language in the phrase under consideration.

Respectfully Yours, Jacob Wells.

We are very glad if our remarks on Dr. Trench's use of the singular verb with the plural subject, have afforded our critic *amusement*, but we are not willing to admit the falacy of our reasoning.

Dr. Trench's views may not be *novel* to "several of our good grammarians," but they are so to popular usage and are condemned by authority equally good as that claimed in their support. Some public Journals have taken sides with Dr. Trench and others have taken the other side of the question. The writer of an article in the August No. of the "R. I. Schoolmaster" has a criticism similar to our own on these very examples.

Our critic suggests that our "language is correct" but our reasoning is wrong." In using the *singular* verb and the pronouns *itself* and *it* we treated "two" as a *word* and not as a multiplied *number*. As a word, fifty is singular; as a number, this term must be plural. So of any other word expressive of a number more than one. But when our author [Dean Trench] uses the word *two* in the example given, he uses it as an increased number. "Two and two is four." Now what we maintain is that two as here used cannot be singular; much less *two* added to *two*, or *two* multiplied by *two*, which is the same thing. And the result of the equation *four* must also be plural. The question is then, shall not these plurals be expressed by a plural verb?

Again, "twice one is two.". One *is* one, but one and one (that is, "twice one") *are* one and one (that is, "two".) Shall not the *plural number* have the plural verb.

We are by no means ignorant of the authority quoted by our correspondent, but claim that we have authority as good to establish the opposite view, as applied to the examples under examination. We submit the following. Perhaps this extract may afford some amusement to our critic.

"Dr. Webster says, '*Enumeration* and addition of numbers are *usually* expressed in the singular *number*; [as] two and two *is* four; seven and nine *is* sixteen; that is, *the sum of seven and nine is* sixteen. But modern usage inclines to reject the use of the verb in the singular number in these and similar phrases.'—Improved Gram. page 105. Among its many faults, this passage exhibits a virtual contradiction. For what *modern usage* inclines to reject, can hardly be the fashion in which any ideas are *usually expressed.*' Besides, I may safely aver, that this is a kind of phraseology which all correct usage always did reject. It is not only a gross vulgarism, but a plain and palpable violation of the foregoing rule* of syntax; and, as such it must be reputed, if the rule has any propriety at all. What '*enumeration*' has to do with it is more than I can tell. But Dr. Webster once admired and commended this mode of speech, as one of the 'wonderful proofs of ingenuity in the *framers* of language;' and labored to defend it as being 'correct upon principle;' that is, upon the principle that '*the sum of*' is understood to be the subject of the affirmation, when one says, 'Two *and* two *is* four,' instead of 'Two and two *are* four.'—*See Webster's Philosophical Gram. page* 153. This seems to me a 'wonderful proof' of *ignorance* in a very learned man."—*Goold Brown's Grammar of English Grammars.*

* "When a verb has two or more nominatives connected by *and* it must agree with them jointly in the plural."

Mr. Editor: In regard to your question in the School Journal for Sept., I think you will find that I did not assert that there were 100,000 words in the English language not accounted for in the article referred to, but that I implied that there were in all 100,000 words in the language. For this I would refer you to "Lectures on the English Language" by Hon. G. P. Marsh, page 181. He there says, "The number of English words not yet obsolete, but found in good authors, or in approved usage by correct speakers, including the nomenaclature of science and the arts, does not probably fall short of one hundred thousand."

In addition, Mr. Editor, allow me to recommend the perusal of

this work by Mr. Marsh, to every teacher. It contains many facts not easily obtained elsewhere, and those who are interested in the study of the English Language will find it a source of much pleasure and profit. W.

WE HOPE IT IS SO.—"*Rev. Asa D. Smith, D. D.* of New York, is elected President of Dartmouth College."

REV. CALVIN PEASE, D. D., late President of the University of Vermont, died at Burlington, Sept. 17, aged 50. Upon whom will his mantle fall?

HORACE GREELEY says, "the city of New York pays over $50,000,000 per annum for food, whereof not less than $10,000-000 is squandered by bad cookery, not to speak of the consequent great sacrifice of health and comfort. Paris is better fed than New York on three-fourths the quantity of raw food, the difference inhering wholly in the cookery." To correct this great evil, Greeley recommends a radical change in our system of education. Our *educated* women are to become professional cooks.

A SPLENDID OVATION has been given to Gen. Banks by the public schools in New Orleans. A correspondent describes the scene as exciting in the extreme. After the public ceremonies, "the entire mass of little fairies, as if by some preconcerted plot, and disdaining all restraint, clustered around the General like so many swarming bees around honey, and commenced fairly smothering him with kisses! It seemed as if he could never get away again from that stormy little ocean of rosebuds and lilies."

This does not look much like perpetual hostility in the South against the North.

THEY ARGUE CORRECTLY.—We are informed by a friend who has recently escaped from the South that Teachers who are drafted are excused from service, on the ground that they are more needed in the schools than in the field. If this sentiment had prevailed throughout the South, at an earlier period, the war had never been.

A CURIOSITY. We have in our possession, a *silver quarter* and a *dime*. What their presence indicates or what good fortune brought them into our port monnaie, is more than we can tell. One thing we do know, they are not *profits* in publishing the School Journal.

THE CONDITION OF OUR SCHOOLS:—We had designed to report the present prosperity of our High Schools, Academies, and

Seminaries, (so far as we have been able to learn particulars,) in the present number of the Journal, but the want of room compels us to defer it until next month. In the mean time we shall be happy to hear from the Principals of all our Institutions who have not already written.

OUR BOOK TABLE.

WARREN COLBURN'S FIRST LESSONS.—This book was written nearly forty years ago, yet it is the newest and freshest book in the market. We should be more willing to have any other School Book extant destroyed than this. It has done more than any other to secure correct mathematical training in our schools, and promises as much for all coming generations.

The copy before us has on a new and elegant dress, not a "Sunday dress," we presume but one to be worn all the week and all the year. *Frederick A. Brown & Co.*, No. 1, Cornhill, are the enterprising publishers and they have done well to give this honored book a "new suit."

GODEY'S LADY'S BOOK for Oct. is surpassed by none of its predecessors. Send for it Ladies' for your long fall and winter evenings. Address Louis A. Godey, Philadelphia.

VERMONT QUARTERLY GAZETTEER.—No. 6 of this periodical is made up mostly of sketches of Burlington Institutions and men. The Frontispiece is an engraving of *Vermont Episcopal Institute*, drawn by the very Bishop himself. A wood cut of Burlington Female Seminary is added. Among the interesting articles is one upon the "*University of Vermont*" by Prof. N. G. Clark, with Biographical Sketches of President *Marsh* and President *Wheeler*, written by President J. Torrey, and another entitled Biographical Sketches of Ethan Allen and Family." This magazine is of great interest to Vermont and we hope its enterprising Editress will meet the encouragement she deserves.

AMERICAN JOURNAL OF SCIENCE AND ART.—The Sept. No. of this valuable semi-monthly is before us with a rich table of contents. Professors J. Lovering, J. D. Everett, F. A. P. Barnard, D. Dana and E. Billings are among the contributors of this number. It is furnished at $5 per annum. Address *Editors*, New Haven, Ct.

THE ATLANTIC MONTHLY for October has the following rich table of contents. Charles Lamb's Uncollected Writings, My Palace, The Deacon's Holocaust, The United States Armory, Mrs. Lewis, The Conquest of Cuba, Equinoctial, The Legend of Monte Del Diablo, Life Without Principle, Barbara Frietchie, A Letter to Thomas Carlyle, Voluntaries, Our Domestic Relations. The Atlantic and The Vermont School Journal for $3 per year.

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Vol. V. NOVEMBER, 1863. No. XI.

LETTERS TO HIS TEACHERS;

BY A SUPERINTENDENT.

NO. 4.

Miss H: You came to me very highly recommended, not only by my predecessor in office, but by testimonials from Professors and Teachers in another State. I was assured that you was a teacher of ability and experience and had met with uniform success in teaching. I expected therefore, to find yours a model school. In some respects I was not disappointed; in others I was.

You entered upon your work with earnestness and prosecuted it with energy and perseverance. But your efforts were not well directed. You reminded me of Dr. Huntington's school master, whom he described in the following language: "He was the incarnation of painful and laborious striving; a conscious perturbation; a principled paroxysm; an embodied flutter; a mortal stir; an honest human hurly-burly." You made a great deal of commotion in the school-room, but it did not always result in progress and good order. You attempted to crowd too much work into a limited time. I was astonished to find you conducting two recitations, governing your school, and attending to the wants of individual pupils, all at the same moment. Of course, such an effort must prove a failure. "Make haste slowly" is a proverb full

of meaning and importance. One thing at a time and one *only* can be *well* done. One class recitation should occupy the Teacher's whole attention while it continues, and no interruption from any source, should be allowed. You should never deviate from this rule. Miscellaneous business must have its own appropriate time and place, as well as every school exercise.

Allow me to suggest also that you lacked system and regularity in the management of your school. In moving to and from recitation and in and out of doors, pupils should be required to observe *military* exactness. This want of system was manifest in every department of your school, and did much to disorganize, and to neutralize any efforts you might have made for their improvement.

I observed also a want of accuracy and thoroughness in your instruction. You did not insist upon correct definitions, nor well prepared lessons. Looseness in conducting recitations, engenders looseness in habits of study and thought. It is ruinous to sound scholarship and forbids real progress in any department of learning.

In your explanations upon the blackboard, you developed no principles; you fixed but few facts. No member of your class in written Arithmetic could, when they left the subject, explain the rule for simple subtraction, or the reason for inverting the divisor in Fractions. This ought not to be so. Every class should be so thoroughly drilled, that any member of it, can solve every example and explain every principle in the lesson. The work will not then need to be done over, but the foundation of sure progress will be laid. In the exact sciences, *captions* and *rules* should be committed to memory; beyond this, let the pupil learn the *thoughts* of the author and express them in his own language.

Again, let me say I was not satisfied with your method of teaching Colburn's Arithmetic. You allowed your pupils to retain their books in recitation; to read their examples and then drew out their knowledge of the les-

son, by a process of questioning, as you would draw stagnant water from a well, by *pumping.* I was astonished that your long experience had not taught you better.

A class in Colburn's Arithmetic, (the most perfect school book and the most important subject that could engage their attention), should never be allowed to use the text book *in recitation.* Require the lesson to be thoroughly learned beforehand, and then lay aside all books except your own.

Secure the attention of the class; read to them the example to be solved, in a clear and distinct tone of voice, and then call upon some one to repeat and analyze it. If the example is not solved satisfactorily, it should be given to another and still another, until every step in the process, and the reasons are fully understood. Let the question in all cases be put before the individual is called upon to repeat or answer it, that the interest in the class may be kept alive and the attention fixed.

The lesson and the book so studied and recited, will fit the class to advance with pleasure and profit to the higher mathematics, and in a course of thorough mental discipline.

And now, Miss H., if I seem to have been severe in my criticisms of your managing and teaching school, you must remember that I speak in my *official* capacity and that my position requires of me frankness and fidelity.

Yours Truly, H.

AFRAID OF WORK.—A person once said to a father whose son was noted for his laziness, that he thought his son was very much afraid of work. "Afraid of work," replied the father, "not at all, he will lie down and go to sleep close by the side of it.

Respect the feelings of a Pupil, and he will respect yours.—Do not ridicule a pupil for any physical or other unavoidable defect, even dullness. Make allowance, rather. Make no reflections upon the circumstances of a pupil or his parents.

THE WORLD'S TEACHERS MUST FIRST BE GOD'S LEARNERS.

In the days of chivalry the knight went forth from home and fatherland to do noble prowess for some secret vow or holy cause. Long and great had been the work of preparation. By constant exercise in manly deeds and faithful culture in knightly knowledge; by fast and vigil, and prayer, he had grown worthy of his work, and when he rode forth "brave to encounter danger and death," he trusted not so much to steel and brass and strength of arm as to holiness of heart and earnestness of purpose.

The day for knightly daring and chivalric honor, the day for manly courage and purity of action, is not yet done. Sin still stains the life and crime pollutes the age. Nations sit low in depths of moral degradation, and the blind earth is still under the shadow of a cloud and reaches out for guiding hands. Whoever would help dispel this darkness and make the world better for his having lived, can become fitted for the work, only by a preparation as long and earnest as that of the knight of ancient legend.

The divine, who would teach the sacred oracles, with power, the statesman, who would root out error in State and Statute; the orator, who would bear multitudes onward by the high tide of eloquent truth; the teacher, who would make the weary round of daily duties a joyful march, must first learn Heavenly Wisdom. Whoever would be the great "world's teacher, must first be God's learner." Whoever feels that he has work to do and words to speak like the great poet, "cares not how late he comes into life, only that he comes fit;" knowing that his day for action is appointed by One to whom a life

time is but a breath, and who alone, can give such teachings of patience and wisdom and strength as will avail in the labor of life. The lessons of God may seem hard and dark, years may glide away and the education still be incomplete.

The time for action may be slow in coming, yet the man, who carries his heart in his hand and does the common daily work of life faithfully, knows that the blessed end shall as surely come by hopeful watchings, by calm endurance, and by patient waiting, as the day follows the morning star. He does nothing, however, easy and honorable among men that "is not approved wholly worthy," but he watches for the golden opportunities where suffering nature needs a brave word or deed.

All powers of noble action are in the calm strength of his endurance. Gallant bearing in the storm of battle may cover a name with glory, or fearless words in high places may seem most worthy, yet he remembers, that, "They also serve who only stand and wait." What though the sought-for end be distant, and the scattered seed seem wasted," the darkness shall nourish the starting germ, the summer days shall be long for its growth, the early and the latter rain shall not fail and the autumn sun shall look down upon a golden harvest.

Often when the world's need is the sorest and when the work of preparation seems but just completed these master-spirits are called away. Yet "Death openeth the door to good fame," and what was called error in the life and wrong in action, when viewed through the halo that surrounds the grave become glorified truths and the lives of those unknown in life, in death become the standard to which succeeding generations strive to rise.

To one who works not for the lurid light of fame or the praise of man, who stands still to listen to the voice that shall call him to action, who cares more for the wants of others than his own ease, God must be near to bless and satisfy, near in the peaceful valley and on the moun-

tain top, near to sanctify his daily walk in market-places, and crowded street. All the world's great teachers and reformers, first filled the cup of life at the fountain of Eternal Wisdom, and then poured such floods of Truth over the sin-stained world that the wave shall roll on until the farthest verge of humanity is reached and washed white from its impurities. A. S.

OLD LETTERS.

BY I. G. ASCHER.

(*Voices from the Hearth.*)

Don't burn them—they preach love and wisdom,
  Of life's purest joys they are part;
I read loving mem'ries within them,
  Deeply traced on the scroll of the heart.
Don't burn them—the past fades too swiftly,
  O! let these dim treasures remain;
Faint records of life's fleeting moments
That the heart yearns to scan o'er again.

I gaze at a heart's fond confession,
  And tears blind my eyes as I read;
It breathes love! well, well, it don't matter,
  Some hearts, 'tis ordained, are to bleed.
Such letters I'll fold uncomplaining,
  And lock them away from the sight,
The bitterness folded forever,
  Regrets locked in stillness and night.

These lines, touched with Time's shrivell'd fingers,
  Are yellow and dim, like dead leaves;
Yet the light of remembrance glows o'er them,
  Like rays that make golden the sheaves.
The letters, though blurred, are not faded,
  But speak like an old tender strain,
That flashes at once, when its music
  We strive to recall but in vain!

Don't burn them—they speak mystic wisdom
  That sermons or lore cannot teach,
And from the vague twilight of memory,
  Deep lessons of comfort they preach :
They cling to hard rocks of existence,
  Like mosses deep rooted for e'er,
Made green with the years that pass o'er them,
  Though sorrow and ruin be there !

These letters are links that bind closer
  The heart to the dead, buried years ;
  Why scatter in dust and in ashes
  The relics that memery endears ?
Our hopes may not ripen like blossoms,
  Regrets prove that past joys are vain;
But there's truth in these dumb, aged treasures
  That the heart loves to scan o'er again.

VOCAL MUSIC A MEANS OF RELIGIOUS CULTURE.

Prayer and praise are the only acts of direct worship laid down in Bible history. We shall find all along both equally prominent and solemn. They have always gone together. If religion languishes, so will sacred music. If religion flourishes, so will sacred music. Song seems adapted to express the very climax of devotion. When the language of speech becomes inadequate, that of song becomes an appropriate and befitting medium for the expression of religious feeling. Sacred song is an efficient means of instilling religious truths into youthful minds. Even the nursery may become a school of piety. The effect of a suitable style of music connected with judicious words will be of great power for good.

To what extent the church is indebted to the influence of sacred music, as poor as it is in many places, can never in this world, be fully estimated. Could the power be put forth to suppress and banish all the forms of sacred

song from our religious assemblies, how much of the attractiveness, influence, and even devotion of our churches would depart forever.

Let the children, then, be taught sacred music to qualify them to take a part in the service of the Sabbath School and the Sanctuary.

EPSILON.

WATER VAPOR.

Of the three distinct forms which matter assumes—solid, liquid and gaseous, the liquid is the one which the most constantly and in the most marked manner changes from one form to another. Thus water readily passes from solid ice into a liquid state, and from a liquid state into an aeriform condition, or vapor; and from the state of vapor it readily passes back into liquid and from liquid into solid. It is through these transformations, occasioned by the presence or absence of a greater or less amount of heat from the sun, that the currents of the air and the sea are chiefly produced, and the physical life of the globe is maintained. Metaphysically speaking, water may be said to be mediatorial in its agency, performing in the world of matter a similar part to that which its parallel performs in the world of spirit.

Indeed, there is no department in meteorological science which promises to be productive of more interesting results than the study of water-vapor. Whether as one of the motive powers of the great operations of Nature, or as an element of the atmosphere which affects the health for better or worse, it alike claims our most careful observation.

Under almost all circumstances vapor is rising from water. With a heat of 212 degrees Farenheit, it becomes steam; at the equator, with a mean temperature of 82°, it is evolved with great rapidity, and at the poles

it slowly but surely passes off from the most solid fields of ice. In all cases it is the same in character, differing only in intensity. It is through the agency of heat that it is chiefly evolved; but how it is that a liquid which is visible and tangible, passes into the air and becomes invisible and intangible, is not yet clearly understood. Like the image formed upon the retina of the eye, and like many other operations of Nature, we can trace it up to a certain point, but there it escapes our consciousness and eludes our grasp. One of the most convenient means for observing the evaporation of water is furnished by a cup of hot coffee. By the aid of a good microscope the vapor can be seen passing off from its surface.

Water-vapor, when visible, is called *vesicular* vapor. It is of this vapor that the clouds are composed. It is much lighter than air, and hence floats in it, each little vesicle being like a small balloon. And here again meteorological science is at a loss to discover how this vapor, which is water, is lighter than air, and why it is that clouds vary so much as they do in their distances above the surface of the earth. Why is vapor aggregated in masses—in clouds, instead of being diffused equally throughout the sky?

The presence of moisture is as essential to the decay of animal and vegetable substances as it is to their growth. Heat, moisture and air are necessary to that fermentation which, according to the directive agency, produces either life or decay; and if either of these elements are wanting, the fermentation is proportionally abated. In the warm climate of Vera Cruz for instance, the abundant moisture of the locality tends to produce both rapid decay in all organic structures and disease in animals, while in London, with the amount of moisture but with less heat, the climate is healthful and invigorating. As a matter of health, therefore, the amount of vapor in the air and the mean temperature of the locality become questions of great importance.

These questions are determined by means of an instrument which is called the psychrometer. It consists of two thermometers, the bulb of one of which is covered with a wet cloth This cloth is kept wet by means of a small cistern, from which water is led to the cloth by a thread through the agency of capillary attraction. The evaporation from the wet cloth produces a degree of cold which causes the thermometer in ordinary circumstances, to fall below the level of the other thermometer whose bulb is dry. The greater the difference between the range of the wet and the dry thermometers, the less vapor is there present in the air. A difference of fifteen or twenty degrees would show an exceedingly dry state of the atmosphere. Generally, at the hours when rains are falling or dew is being deposited, there is no difference in the range of the two thermometers, showing that the air is then saturated with as much moisture as it can hold.

Warm air can contain a great deal more vapor than cold air; and hence, a difference of five degrees between the two thermometers at a temperature of ninety degrees would show a greater amount of vapor than would the same difference at the temperature of forty degrees. But by means of a formula, and through the indications of this instrument, the absolute amount of water-vapor in each cubic foot of air, can be easily ascertained. And in this way, in course of time, an accurate insight is gained into the true character of the climate of a place. All that the observer has to do is merely to record the indications of the two thermometers.

The psychrometer is indeed one of the most interesting instruments which meteorology has summoned to its aid. Its indications are a species of telegraphy which the observer receives from Nature herself, of her own doings, and which he fully understands and records. And this communion with Nature elevates the thoughts, refines the feelings, and gives new happiness and utility to human life. Together with the other meteorological instruments

the psychrometer should be brought within the reach of all our academical students, whether male or female, so that they may learn of themselves to draw directly from Nature, the original source of all uninspired knowledge. Through its agency we are enabled to distinguish dry climates from such as are moist, those which are healthy from those which are not. From an unusual amount of vapor present in the atmosphere, under certain circumstances, we may foresee the coming storm, and at all times we can watch the effect of a greater or less amount of vapor upon every department of the physical world.

The summer of this year 1863 has been remarkable in New England for a superabundance of moisture. During the months of July, August and September there was an almost constant succession of southerly winds, accompanied with frequent showers. From the condensation of a great amount of water-vapor, a corresponding amount of heat was given out, which, added to the heat of the summer sun, gave the climate an aspect and a temperature comporting with a degree of latitude much south of New England. While the drops were stimuleted to a luxuriant growth, summer diseases became more than usually prevalent. But no well recorded observations upon this weather, its consequent diseases and their remedies have been made, as we are aware of: so that probably the community will be as wholly unprepared for a similar season in time to come as they were for this. In this way we still submit to the brute forces of nature, without observation, without record and without knowing how they affect us whether for good or evil. J. W. P.

Shakespeare was the man for our times. Hear him:

"In peace, there's nothing so becomes a man,
As modest stillness and humility;
But when the blast of war blows in his ears,
Then imitate the action of the tiger."

ENGLISH GRAMMAR.

WHAT FOR?

What is the use of Grammar any way? It does not teach us in what part of the world we live, or in what period of its history. It does not teach us what materials are good for food or for clothing, or where they are to be found. It does not teach us how to build houses, or to mix medicines, or to make compost. It does not explain the powers of steam, or the forces that cause the earthquake and the volcano. It does not tell the number of bones and muscles in the human body, or the kinds and value of the trees in the forest, or number of stars in the sky. It does not tell how to calculate eclipses or to measure land, or how to balance a ledger or how to compute interest. Of what use is Grammar?

The chief practical ends which Grammar serves to promote the attainment of, are two:—ability in interpretation, and facility in composition. To ascertain precisely what is the meaning of that which we read or hear, and to explain that meaning is interpretation; to express clearly what we think, in speaking or writing, is composition. Any exercises well devised and well conducted, to promote either of these ends, must also in some degree promote the other. Exercises in defining, parsing and analysis, as usually conducted, tends directly to develop ability to interpret; while exercises in filling sentences partially formed, in building sentences on given words, in stating what or a part of what, we know about given themes, tend directly to give facility in composition.

Both interpretation and composition imply thinking, and are based on it. In the first we think, following a guide; in the second, when genuinely performed, we think independently. In the first, so long as we inter-

pret suitable authors, we are led continually into new and richer fields of thought; in the second we bring our own thoughts into more distinct form, and to a more orderly arrangement. In the first we go out of ourselves to bring thought from afar; in the second we transmute that thought which was another's, into thought which is our own.

It has become fashionable of late to lay much stress upon teaching composition, as if that were the only office of Grammar. It is surely an important office. It is worthy to be magnified, and that not in words only, but in practice. But while we give increased attention to composition let us not forget interpretation—not interpretation less but composition more. Both are of great value, for to know what has been thought is a worthy acquisition; and to be able to speak what is just, in an appropriate manner, is a glorious attainment.

If these thoughts are true, they are suggestive. The usual methods of teaching Grammar by parsing and analysis should not be set aside; but be used with greater diligence, as we conceive more clearly the end which they promote: nor are methods making much use of exercises in composition to be avoided, but to be used faithfully in connection with the other. E. C.

THE PRESENT.

Heart gazing mournfully
  Back through past years—
Bringing sad memories,
  Laden with tears—
Life's hours wasted,
  Talents abused,
Bright opportunities
  Blindly refused—
Close up the record
  Fraught with such pain;
Years that have vanished
  Return not again.
Grasp thou the PRESENT,
  Be earnest and bold—
Fleeting its moments,
  More precious than gold.

Watch and fight bravely
  Against sloth and sin;
Pray for the Spirit,
  The victory to win.
Cometh the future
  Veiled and slow?
Go forth to greet her,
  For weal or for woe.
Bringeth she gladness?
  Praise thou the Lord.
Bringeth she sadness?
  Bow to His word.
O'er Past and o'er Future
  Dim shadows recline.
Heart, be thou manful:
  THE PRESENT IS THINE!

MATHEMATICAL.

I am far from ignorant that the sides of a right angled triangle may be very various in their relations to each other. The diagonals of squares furnish examples. I am truly delighted to find something like a spirit of discussion in a late Journal. That is the *life* of a journal. I threw in that example in a very careless way hoping in *that way* at least, as others had failed, to call out a debater. It is asked how the ratio of the sides of that particular triangle is determined?

It is required to divide 80 into two such parts that the square of one added to the square of 40 shall equal the square of the other. It is evident that the squares must be perfect and will lie in the series of squares 100, 400, 900, 1600, 2500, 3600, 4900. We must stop short of 6400 if we keep the triangle. The required numbers can then be found by trial. Suppose 70 & 10. Then $10^2 + 40^2 = 1700 < 4900$. Again 60 and 20. Then $20^2 + 40 = 2000 < 3600$. Again 50 and 30. Then $30^2 + 40^2 = 2500 = 50^2$. The sides of the triangle are accordingly 30, 40, 50, in order, or in the ratio 3, 4,5. The same result can be shown in fewer figures by algebra. In whatever way the ratio is found this method seems to be better than the geometrical one as our studies are at present arranged. One is strongly inclined sometimes to adopt Prof. Crosby's theory that the order Arithmetic, Algebra, Geometry, should be reversed in part, at least, when he is obliged to explain such examples as this to beginners. But perhaps some one has a simpler way still.

The solution of the 9's Puzzle is very satisfactory. It is original and will satisfy any one. Here are two examples which are not so easy as they seem.

1st. How high must a man be raised above the *surface of the earth* in order to see one third of it?

2d. Given $x + y = 10$

$$x\sqrt{y} = 12.$$

Required to find x and y by quadratic equations. T.

SOLUTION OF PROBLEM IN THE SEPT. NO.

Required the sum of the infinite series,

$$\frac{4}{6},\quad \frac{5}{24},\quad \frac{6}{60},\quad \frac{7}{120},\ \&c.$$

Resolving the denominators, we may write the series thus:—

$$\frac{4}{6},\quad \frac{5}{6\times\frac{4}{1}},\quad \frac{6}{6\times\frac{4}{1}\times\frac{5}{2}},\quad \frac{7}{6\times\frac{4}{1}\times\frac{5}{2}\times\frac{6}{3}},\quad \frac{8}{6\times\frac{4}{1}\times\frac{5}{2}\times\frac{6}{3}\times\frac{7}{4}},\ \&c.$$

Hence the series extended will be

$$\frac{4}{6},\quad \frac{5}{24},\quad \frac{6}{60},\quad \frac{7}{120},\quad \frac{8}{210},\quad \frac{9}{336},\ \&c.$$

We may now proceed to the summation in the same manner as in the solution in the July Number; the sum being equal to the first term of a primary series, the given series being regarded as secondary.

The whole process may be tabulated as follows.

$$\frac{0}{0},\quad \frac{0}{0},\quad \frac{0}{0},\quad \frac{0}{0},\quad \frac{0}{0},\quad \frac{0}{0},\quad \frac{0}{0},\ \&c.,\ \text{prim. ser.}$$

$$\frac{4}{6},\quad \frac{5}{24},\quad \frac{6}{60},\quad \frac{7}{120},\quad \frac{8}{210},\quad \frac{9}{336},\ \&c.,\ \text{sec. series.}$$

$$\frac{11}{24},\quad \frac{13}{120},\quad \frac{15}{360},\quad \frac{17}{840},\quad \frac{19}{1680},\ \&c.$$

$$\frac{21}{60},\quad \frac{24}{360},\quad \frac{27}{1260},\quad \frac{30}{3360},\ \&c.$$

$$\frac{34}{120},\quad \frac{38}{840},\quad \frac{42}{3360},\ \&c.$$

$$\frac{50}{210},\quad \frac{55}{1680},\ \&c.$$

$$\frac{69}{336},\ \&c.$$

Each series after the secondary will be seen to be formed of the differences between the terms of the series next preceeding.

The oblique series on the lelt, viz:

$$\frac{4}{6},\quad \frac{11}{24},\quad \frac{21}{60},\quad \&c.,$$

has its denominators like those of the given series. The numerators are 4, 5+6=11, 6+7+8=21, 7+8+9+10=34, &c. Hence, the numerators and denominators respectively form independent series; and from these two series we may discover the corresponding numerator and denominator of the fractional term next preceding $\frac{4}{6}$ which term will at the same time constitute the first term of the primary series and the *answer to the problem.*

The denominator required may be found thus:—

0	6,	24,	60,	120,	210,
6	18,	36,	60,	90,	
12	18,	24,	30,		
6	6,	6,			

Having found an order of equal differences, we may extend this series one term to the left and then by successive subtractions prefix a term to each of the foregoing series until we come to the last, where the term to be prefixed =0, the denominator of the 1st term of the primary series of fractions.

The numerator may be found in like manner thus;

0	4,	11,	21,	34,	50,
4	7,	10,	13,	16,	
3	3,	3,	3,		

Hence the numerator sought =0, and the fractional term required$=\frac{0}{0}$ an *indeterminate quantity.*

To verify this value of the given series we may put it under the form

$$\frac{4}{6},\quad \frac{4\times\frac{5}{4}}{6\times\frac{4}{1}},\quad \frac{4\times\frac{5}{4}\times\frac{6}{5}}{6\times\frac{4}{1}\times\frac{5}{2}},\quad \frac{4\times\frac{5}{4}\times\frac{6}{5}\times\frac{7}{6}}{6\times\frac{4}{1}\times\frac{5}{2}\times\frac{6}{3}},$$

$$\frac{4\times\frac{5}{4}\times\frac{6}{5}\times\frac{7}{6}\times\frac{8}{7}}{6\times\frac{4}{1}\times\frac{5}{2}\times\frac{6}{3}\times\frac{7}{4}}\text{ \&c.}$$

Whence it appears that as the denominator increases more rapidly than the numerator, the successive terms are approaching zero, but at the same time that, as both the numerators and denominators increase more and more slowly, the series is also approaching a point where the successive terms will not suffer farther diminution. Now without occupying the space required for a rigid demonstration we may simply state that the tendency to an ultimate equality in the successive terms so neutralizes the ultimate effect of the conveying tendency as to render a *determinate summation impossible.* G. N. A.

THE STORY OF A PRIMARY TEACHER.

FACTS FOR PARENTS AND CITIZENS.

To the Editor of the Republican :—

As we have been shown how one teacher spends the salary allowed her by the city fathers, perhaps an account of how this salary is earned may not prove uninteresting. I am sole teacher in one of our primary schools at a salary of $250 per annum. During the summer term I had 111 names upon my register. At present I have 98. Of these 49 are in the alphabet and primer. How long do you suppose it will take these 49 to learn to read fluently, and how much geography and arithmetic can the other 49 acquire under the instruction of one person? The daily attendance in my school is rarely less than 60, and frequently exceeds 70. The largest number present at one time this term was 78. With such a number as this I am obliged to seat a number upon the platform. The

seats are long "settees," many of which rock at every motion of the occupants.

Thanks to the new agent, we have a supply of sawn wood, and an ax with which to split it. Last winter our supply consisted of large sticks, and as there was water in the cellar, we were obliged to place the wood under the stove in order to thaw and dry it, thus keeping the floor continually wet. I have heard of "burning water," but burning ice in our public schools is a failure—I have tried it. On two days I closed school on account of the extreme cold. The school committee are nearly as powerless as ourselves, until the city makes larger appropriations. I have not a map or globe of any description whatever, with which to teach geography.

At our "teachers' meeting" it has been suggested to introduce calisthenics and object lessons. We teach six hours per day, minus forty minutes for recesses. Will some one inform me how, in this time, one individual can hear 70 children read and spell, in such a manner that they shall derive some benefit from these exercises, hear a lesson in geography and one in arithmetic from a part of them, and then hear them sing a song or two, of which the air and words must first be taught them, put them through a course of calisthenics, and give them an object lesson? I pause for a reply. A PRIMARY TEACHER.

Springfield, Mass., Oct. 15, 1863.

We copy the above pithy letter for the facts it reveals, and also with the presumption that it may apply to Vermont as well as Massachusetts. ED.

Each man makes his own stature, builds himself.

IN teaching, prepare for difficulties, meet them with a brave heart, love labor, scorn ease, and expect success, and the joy of triumph will compensate for all trials and toils.

EDITORIAL DEPARTMENT.

Our High Schools, Academies and Seminaries, are said to be more prosperous this autumn than ever. Such a report comes from all parts of the state. The fact is both gratifying and encouraging, in such times as these. Our citizens evidently understand the genius of our institutions and the source of our security. Hence, they not only sacrifice treasure and blood to crush the infernal rebellion, but their treasure also to educate their children and thus prepare them to appreciate and perpetuate the noble institutions bequeathed us by our fathers.

We regret that *all* our higher grade of schools have not responded to our enquiry after their prosperity. We can now report those only from which we have heard.

St. Johnsbury Academy; J. K. Colby, A. M. Principal. School in a prosperous condition—75 students in attendance; 32 young men in the place of 8 a year ago.

Peacham Academy; C. O. Thompson, A. M. Principal. "School goes on quietly and well." Of course it does, under its present management, and with a full complement of pupils.

Orange Co. Grammar School; E. Conant, A. M. Principal. Present number of pupils 83; average age 17 1-2; in Reading 80; in Spelling 81; in Arithmetic 70; in Grammar 66; in Geography 24; in Drawing 25. Good classes also in Latin, Greek, French and Higher English. Friend Conant understands the necessity of attending first to the Primary Branches.

Newbury Seminary and Female Collegiate Institute; Rev. G. C. Smith, A. M. Principal. School numbers 250 pupils, 144 males and 106 females.

Middlebury Female Seminary; Rev. and Mrs. H. F. Leavitt Principals. Has 130 pupils and "still coming in." Every department well represented.

Northfield Institution; G. P. Beard, A. M. Principal. About 100 pupils the present term—every department in successful operation. Dr. Lewis' new gymnastics successfully taught by Miss

J. A. Howe, a graduate of Glenwood. Mr. Beard has established a three years' course of study and will hereafter award diplomas to ladies.

Castleton Seminary; Miss H. N. Haskell Principal. School numbers 170 pupils; 60 are boarders. "The Seminary has not been as full nor as flourishing for eight long years."

Hyde Park Academy; Miss Sarah Bailey, Principal. School doing well.

Lamoille Co. Grammar School; Miss A. F. Benton, Principal. "Things are large or small by comparison. The attendance the present term (54) exceeds that of several preceding ones." Success to our lady principals.

Thetford Academy; G. H. French, A. B. Principal. About 60 pupils in attendance,—"a larger number than for several previous terms," We hear Mr. French well spoken of, as a man and a teacher.

Barre Academy; J. S. Spaulding, A. M. Principal. Friend Spaulding's Catalogue tells the story. Aggregate attendance for the year 377; Fall term 142.

North Bennington High School; L. A. Knights & E. Gould, Principals. This school has been remarkably successful under its present management, and is now in full and successful operation—75 *pupils.*

Bennington Ladies' Seminary; Misses E. M. and L. H. Clark Principals. This school has been in operation for several years, and has a fair record, as shown by its last annual Catalogue.

Among the first-class teachers in our graded schools with whom we are acquainted, are Messrs. D. G. Moore, Rutland, J. Dana, Windsor, I. M. Camp, Burlington, G. B. Cochrane, Stowe, and B. F. Bingham, Brattleboro.

We hope to hear from all other similar institutions before our next issue.

THE VERMONT SCHOOL JOURNAL.—We shall soon complete three years of editorial labor. During all that time, the *pecuniary* responsibility has rested upon ourself alone; and during half the time, the entire *editorial* also.

As to the success of the experiment, let us say, allowing nothing for editorial labor, we have made the JOURNAL pay expenses. But this has been done by a kind of financiering not usually employed in such an enterprise. Suffice it to say on this point, the

subscription money collected would not pay for the white paper the JOURNAL is printed on. Subscribers, therefore, have paid nothing for editing, printing and binding the JOURNAL.

Among its constant readers during these years, have been a large class of common school teachers, many of whom would have had no professional reading if *our* JOURNAL had not been sent to them. That they have been interested and profited, we have their own testimony, in a large file of letters expressive of the fact and urging us to continue its publication.

Like all public enterprises, the SCHOOL JOURNAL has met *criticism, indifference, lukewarmness* and *hearty approval.* With our critics we will have no controversy. If they will take the SCHOOL JOURNAL off our hands, make it better and secure for it a larger circulation, we shall be glad to give it up to them. If not, we invite them to continue their fault-finding, if they can make it pay. The indifference and lukewarmness manifested have disheartened, but have not driven us from our work. To our friends who have stood by us and cheered us on, not only by kind words but by material aid, we are under many obligations, for the sake of the cause. And we are happy to announce that these friends, who are more numerous than formerly, are among the most able and honored men of Vermont. They encourage us to go on with the work, and assure us of their sympathy and continued co-operation.

We would willingly step aside and allow the JOURNAL to pass into abler hands, but we will not consent to have it *die.* The honor of the state and the good of our cause forbid any retrograde step.

Relying upon the encouragement we have received from the friends of education and their promised aid, we shall continue the publication of the JOURNAL. But let it be understood that we expect *active* co-operation from all classes. We have regular contributors, but we want all others who can. also to furnish material for its pages. Let all send us educational intelligence; let practical teachers prepare short articles illustrating the best methods of management and instruction of schools; let superintendents give us the results of their experience and observation; let all contribute to make our SCHOOL JOURNAL the living, breathing organ of our educational body, the bond of professional friendship,

the medium of intercourse and the inspiration of every heart. It may be all this and more, if those interested are willing to make a suitable effort.

Then again, the JOURNAL, to accomplish its object, must have a wider circulation. We cannot pay agents to canvass the state, as all must see. Its friends must do the work, each in his own sphere. If all will do a little, our subscripion list may be greatly increased.

No other journal in the nation is furnished so cheap. For 75 cts. in advance, a single copy for one year; for $1.00 two copies sent to any address.

ENCOURAGEMENT TO CLUBS. For $3.50 we will send to any address 7 copies of the JOURNAL and to the agent who gets up the club one copy of *Gleanings from School Life Experience* and *Mason's Manual of Gymnastics* (worth 65 cents). For $7, we will send 15 copies of the JOURNAL and a copy of Northend's Teacher and Parent, or Lewis' New Gymnastics, (worth $1.25).

To the person who shall procure the largest number of subscribers (not less than 25,) we will send the Atlantic Monthly for one year. To the person who shall raise the largest club (not less than 50,) we will give a copy of Webster's Pictorial Unabridged Dictionary, (worth $7). All who make the effort and fail to secure the highest prize, will, of course, be entitled to the lesser prizes drawn by their number.

[Our printer steps in here and informs us that he must have a hundred or two dollars more than last year, for his work. We don't see the propriety of this. It looks like driving us from our work. But we had made the figures and shall look round and see how the matter stands.]

POSTAGE ON THE SCHOOL JOURNAL, under the new law, is 12 cents per year. If sent in a package addressed to one person, 5 copies 4 cents; 8 copies 6 cents; 11 copies 8 cents; 13 copies 10 cents; 16 copies 12 cents; 19 copies 14 cents; 22 copies 16 cents.

WE SHALL UNDERSTAND that all our old subscribers who do not inform us to the contrary before Dec. 15, desire to have the JOURNAL continued another year.

New subscriptions can begin with January and July only.

SCHOOL LEGISLATION.—It has been intimated that a system-

atic effort will be made during this session, to disturb if not to destroy our school law and to displace our efficient Secretary. Very likely. As long as the people continue to send *doughfaces*, or men of more *brass* than *brains* to Montpelier, we may expect such efforts. But we do not expect them to succeed.

Secretary Adams before the Legislature. We are happy to notice so favorable an indication in the signs of the times, as a "fully attended" meeting of the Legislature of Vermont, to listen to the plain truth as to our educational interests. Mr. Adams' address is spoken of in high terms of commendation and will doubtless have an influence for good.

Among other things, Mr. A. alluded to the more recent school legislation. The first point noticable is the supplying school registers for the purpose of gathering statistics; the second point, providing for public examination of teachers, tending to raise the standard of their qualifications. The third point, organizing a Board of Education, who appoint a Secretary with the power to hold institutes and public meetings, and thus awaken the public mind on the subject of Education.

"Another good point in the new law is, its encouragement to regular attendance at schools. Tardiness is one of the greatest and most annoying evils with which our schools have to contend. We are expending in the state four hundred thousand dollars annually to educate eighty-five thousand children. Of these children, fifty-two and one-half per cent. is an average attendance at school. Thus nearly one half of the expense of sustaining our schools is lost by non-attendance. This is a fact for the consideration of tax payers. The new law apportions the one hundred thousand dollars of state funds distributed among the several districts in proportion to the average attendance in such districts, and not as did the old law, in proportion to the number of scholars. Thus the new law presents a pecuniary encouragement to regular attendance at school."

As results, "Mr. A. mentioned the saving of expense by the increase of female teachers; a much more satisfactory attendance upon school meetings; a reduction of tardiness at least of 25 per cent., within four years; a decrease in the number of cases of corporal punishment, indicating an elevation of moral sentiment in the schools; an increasing tendency to employ permanent

teachers and to improve school buildings. All encouraging and hopeful.

IT IS REALLY SO. The "Liquid Slating" furnished by C. H. Wheeler & Co, Nos. 5 and 7 Essex St., Boston, will make a genuine slate blackboard. One coat upon the old blackboards at Glenwood, has made them like the *very rock.* Its surface is smooth and hard, the best thing we ever saw.

VERMONT TEACHERS' ASSOCIATION.—Lectures are expected from the following gentlemen at the next meeting of the Vermont Teacher's Association, to be held at Montpelier, on the 13th, 14th and 15th days of January, 1864:—Rev. B. Labaree, D. D., President of Middlebury College; Prof. C. W. Thompson, U. V. M. Burlington; Hon. J. S. Adams, Secretary of the Board of Education; Mr J. S. D. Taylor, Principal of High School, St. Albans; Mr. E. Conant, Principal of Randolph Academy; Mr. J. J. Lewis, Principal of Academy, South Woodstock.

The committee have assurance from the citizens of Montpelier that the members of the Association will be most cordially welcomed to their hospitalities.

OUR UNIVERSITIES.—A strenuous effort is being made at Montpelier to unite the three Vermont colleges into one. An agricultural college is also to be established. Shall all be merged into one, or shall we have one classical and one agricultural college as distinct institutions? That is the question.

OUR BOOK TABLE.

ERNST VON SCHWABEN. A tragedy in five acts, by Ludwig Uhland. Boston, DeVries, Ibarra & Co., 3 Beacon street. We have received from the publishers this little reprint of a favorite German tragedy, intended for the use of beginners in the study of that language. It is introduced, we understand, into the public schools of Boston, a sufficient guarantee of its merit. We cannot sufficiently express our pleasure in the fact that we may have cheap editions—American editions, of text books in foreign languages—and would recommend to our friends in the state, the enterprising firm, DeVries, Ibarra & Co., whose store presents a delightful collection of foreign books, of all kinds,—pictures from the old artists, original etchings, and curious importations of all kinds in that department.

GODEY'S LADY'S BOOK.—"Reduction of terms to the old prices. Make up your clubs for 1864."

CONGREGATIONAL QUARTERLY.—The October No. is received. It has a rich series of articles by some of the ablest clergymen in New England. The four numbers make a book of 384 pages and each No. contains a steel engraving of some eminent divine. Yet the subscription price is only $1. Address as above, Boston, Mass.

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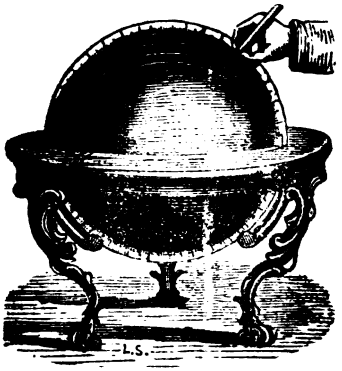

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DECEMBER, 1863.

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Vermont School Journal.

Vol. V. DECEMBER, 1863. No. XII.

THE COLLEGE TO THE COMMON SCHOOL

Sendeth Greeting:

It hath often occurred to me, my much-esteemed yoke-fellow in the cause of education, to say a few words to thee respecting a grave error which I have long observed in thee, and which I have long desired to bring in a friendly way to thy notice. To open the subject before thee, let me entreat thy attention to the instruction contained in First Corinthians, chapter twelve, wherein the Apostle setteth forth that every part of this our natural body hath its separate endowment and its diverse office, and that in a humble and contented discharge of its own duties, each part contributeth best to the decency and succor of the whole body. Now, as the Apostle applieth this truth to the spiritual body, which is the Church, so we may, in humble imitation of his wisdom, apply it to the body scholastic, whereunto also it hath very instructive analogies. God hath given thee thy work, and He hath given me mine. *Why dost thou so incline to neglect thine own work, and to meddle with mine?* If thou thinkest thy work is not as honorable *to thee* as mine would be, that because thou art the foot, so to speak, thou hast less honor than the hand, I beseech thee to inquire whether thy conceit of thyself is not a very weak and childish one. At any rate, if thou thinkest to advance thine

honor by scorning thine own work, and going about to do what thou wast never fitted for, what doest thou but assay to do with the feet what was intended for the hands, and so make thyself a laughing-stock? Thy true honor is shown in this, that I, whose work thou thinkest above thine, am so entirely dependent on thee that I can do nothing without thee, as indeed I am forward to confess at all times and everywhere. But to be plain with thee, my fellow-laborer, instead of the honor which thou mightest purchase to thyself by a faithful discharge of thine own duties, I daily hear much reproach cast upon thee for thy short-comings—nay more, I cannot but join in it myself, when I see how unwisely thou demeanest thyself. Canst thou not teach spelling and writing and grammar? Very many of the youth that come to me from thee cannot spell the whole of a single line fairly and properly, nor write as becometh those whose knuckles thou hast had for years within reach of thy ferule, nor construe a plain sentence in the vernacular tongue. What must I do? Must I go on to instruct these youth in the intricate doctrines of Greek syntax and guide them into the knowledge of Science and Philosophy, when they know not thy rudimentary table which beginneth with "Baker?" Or shall I put aside my own work, for which I have too little time at the best, and begin to teach them to spell, to write, and to do plain English grammar? I do this, be it known unto thee, with every new band of youth that thou sendest me, being forced thereto by thy folly, but verily I think some bitter thoughts of thee, which I do believe to be justifiable.

I like not the comparative estimate which thou settest upon the various objects of study that thou commendest to the youth who resort to thee. It seemeth to me that thou art privileged to confer the greatest of all blessings in the gift of our craft, when thou impartest the wonderful power to *read* the thoughts of others and to write

one's own thoughts for others' reading. What a vast and rich continent of knowledge hast thou thus opened before those young minds! No subsequent acquisition, in thy gift or mine, is to be compared with this in magnitude and value. Thou hast made them free of the realm of thought! Henceforth the whole boundless universe is open to their adventurous journeyings, if they have a heart thereto. Canst thou not see that in teaching well that which is thy chief glory, thou gettest most honor to thyself? Dost thou not think it better for these youth, and therefore more creditable to thee, that they learn to read well, and to spell always correctly, and to write gracefully, than, at the expense of learning these poorly, that they learn something of Algebra and Physiology, also poorly?

Thou dost not bestow thy honors as do the public, whose servant thou art. Send one of thy younglings into the city to find employment, or bid him go for any purpose to any spot where sensible men will help him to measure himself wisely. Thou hast instructed him to say in commendation of himself: "I have surveyed the greater part of the field of knowledge. I have gotten, as I may say, *totum scibile.*" What answer, thinkest thou, will he get? "Sayest thou so, indeed, modest youth? Let me hear thee read a chapter from thy Bible. Is that slovenly scrawl thy handwriting? And spell they so, when they have gotten *totum scibile?* I had rather thou hadst come to me without any of thy vain smattering of things far beyond thy capacity, and hadst been able to show a decent proficiency in thy rudiments. Go back, forget thy learned crudities, and betake thyself to thy neglected elements."

Above all, when thou art preparing a youth for higher studies, I marvel that thou shouldst so neglect to do well the fundamental work which belongs to thee. It is a sad sight and a sorry work, believe me, when the joiner has

to throw down the tools appertaining to his own handicraft, and take the trowel and go down to patch up a foundation which the careless mason has left unfit to support the superstructure. It is a sorry work for me, finding that thou hast laid thy foundation badly, to be always striving to chink it up, for I confess to thee that I think myself but indifferently well qualified to do thy work, and certes my inclination thereto is not good.

Wilt thou accept counsel from me? Teach reading—and see thou teach it *well.* Teach writing, teach spelling—*well.* Now thou hast done a good work. No man shall say thou art not worthy of honor for it. Have the youth any time left? Teach them Numbers, and Geography, and Grammar—*well.* But be sure that all this while they are learning to read and write *better.* Would the good youth still go on? Get thee an upper grade, and let them learn the higher principles of Numbers and Quantity, the mechanism of the human body, the history and the polity of the land. But by no means let them forget or neglect their reading, their writing, and their spelling, in whatsoever grade of thine they may be, and I will take care that they do not when they come to me. Farewell. M. H. B.

WHAT THE TEACHER SHOULD DO.

Labor diligently for self-improvement.—Thoroughly understand what he attempts to teach.—Prepare *himself* for each lesson assigned.—Require *prompt* and *accurate* recitation.—Teach both by precept and example.—Manifest an active interest in the studies of his pupils.—Make the school-room cheerful and attractive.—Cultivate a pleasant countenance.—Require prompt and *exact* obedience.—*Insist* upon *attention* from the whole class.—Make *few,* if any rules.—Avoid governing too much.—Let your pupils understand that you *mean* exactly what you *say.*—Should govern himself.—Take care of his health.—Visit the parents of his pupils.

THE ACADEMIC SYSTEM A FAILURE.

A state or community has no higher duty than that of providing for the education of its children. This point is too evident to require argument, and moreover, the proof of its universal acceptance is found in the establishment of our system of Common Schools.

But this provision, ample though it was, and beneficial as its effects have been, does not answer the requirements of the present day. There is an ever increasing demand for a more advanced course of instruction,—a higher grade of scholarship than was contemplated in the Common School system,—a demand that must, in some manner, be met. This was foreseen and partly provided for in the early history of our state, by the establishment of a fund for the support of "Grammar Schools" in each county, most of which have either disappeared, or become merged into Academies. These latter, too, for many reasons, have failed to accomplish the desired end. Many of them were, and some still are, schools of a high rank and character, but nearly all contain the fatal defects of the system.

Dependent for their prosperity and even their existence upon securing a certain amount of patronage, recourse is often had to means which inevitably degrade the high ends of teaching.

Particularly is this the case in those localities where rival institutions have sprung up in the immediate vicinity of each other, and where competition is very great. Each is anxious to outstrip the other, to be considered the most popular and flourishing, and to show the longest list of names in its Catalogue. Every effort is put forth to secure scholars, with very little regard to their fitness to be admitted to the school, or the thoroughness or eff-

ciency of their discipline when there. The result may be a large collection, but of heterogeneous material, defying all attempts at systematic arrangement or classification, and in a great measure but poorly prepared for a school of this grade. Scholars in all stages of advancement must take their chances together, and the labor of the teacher is comparatively lost, by being spread over so much space that it can nowhere be really effective.

Again, the system is radically defective, inasmuch as it *contemplates only* the liberal education, as it were, of a *favored class.* Low as are the rates of tuition, and in most of these institutions, they are so ruinously low as to afford no adequate compensation to a competent instructor, they are still too expensive to allow their benefits to be enjoyed by more than a moiety of the population. A very large proportion of that class of children, which, for the welfare and safety of the community should be *thoroughly* educated, and from which many of our best scholars are drawn, these, for the most part, under this system, are debarred from any but transient and occasional opportunities of instruction in advanced studies.

Another objection to this system is the tendency which, strange to say, it has often had, to diminish the efficiency of our Common Schools. Parts of different systems, with no direct or necessary bond of connection, they often develop a spirit of antagonism to each other, which almost inevitably tends to the detriment of the latter. A n institution of this kind once established in a place, will naturally draw to itself a large proportion of the better scholars from the district schools in its vicinity, and in this way takes from them that very element which gives to any school character and vitality. Not only is this the case, but others of the older pupils in Common Schools, who, by reason of circumstances, can not enjoy the same privileges, finding themselves, through no fault of their own, left behind, as it were, by their as-

sociates, lose all ambition, and fail to avail themselves of those advantages which they might otherwise enjoy.

Again, most of these schools contain, within themselves, no guaranty of permanent continuance. Their buildings and appurtenances are usually the property of a few persons, who are rarely willing to assume the *pecuniary* responsibility of the school, and the house is therefore let for a nominal sum, or its use given outright, to some one who will undertake to "run the school." These are too often, *not* persons who make teaching a profession, but such as follow it temporarily, as a means to an ulterior end, and whose principal object is to make it as profitable as possible for the time being. A great effort is made, (any successful "operator" can explain the modus operandi,) a large attendance is secured, and the school is a "great success,"—that is, if *quantity* and not *quality* be assumed as the standard. This state of things may continue until some less skillful pilot takes the helm or until some rival, by greater energy or by means of better appliances, succeeds in turning the tide in another direction. True, local pride and interest will usually prevent the stoppage of a school, but this constant ebb and flow, necessitating continual changes of management and instruction, forms a very decided bar to the efficiency of the system.

That this is a fair outline of the manner in which these matters have been conducted, could be easily verified by the history of those institutions of learning which have been, from time to time, "popular," during the last twenty-five years. The fact that we occasionally find one that has succeeded in rising above the defects of its nature, is far from militating against the truth of what we have said. "Exceptio probat regulam," and the excellences of such schools only render more glaring the faults of the others.

We have thus endeavored briefly to point out *some* of the causes which, in the language of one of the most distinguished friends of education in the state, "have made the Academic system a failure." We have aimed to do this, not in a captious, fault-finding spirit, but to lead to the inquiry, whether a plan may not be devised, which shall avoid these faults, and thereby materially advance the educational interests of the state. PLUS.

OLD TIMES AND NEW.

BY ALLEN C. SPOONER.

'Twas in my easy chair at home,
About a week ago,
I sat and puffed my light cigar,
As usual, you must know.

I mused upon the Pilgrim flock,
Whose luck it was to land
Upon almost the only rock
Among the Plymouth sand.

In my mind's eye I saw them leave
Their weather-beaten bark—
Before them spread the wintry wilds,
Behind, rolled ocean dark.

Alone the little handful stood,
While savage foes lurked nigh,
Their creed and watchword, 'trust in God,
And keep your powder dry.'

Imagination's pencil then
That first stern winter painted,
When more than half their number died,
And stouter spirits fainted.

A tear unbidden filled one eye,
My smoke had filled the other;
One sees strange sights at such a time,
Which quite the senses bother.

I knew I was alone—but lo!
(Let him who dares deride me)
I looked, and drawing up a chair,
Down sat a man beside me.

His dress was ancient, and his air
Was somewhat strange and foreign—
He civilly returned my stare,
And said, 'I'm Richard Warren!'

'You'll find my name among the list
Of hero, sage and martyr,
Who in the Mayflower's cabin signed
The first New England charter.

'I could some curious facts impart—
Perhaps some wise suggestions—
But then, I'm bent on seeing sights,
And running o'er with questions.'

'Ask on,' said I, 'I'll do my best
To give you information,
Whether of private men you ask,
Or our renowned nation.'

Says he, 'First tell me what is that
In your compartment narrow,
Which seems to dry my eyeballs up,
And scorch my very marrow.'

His finger pointed to the grate—
Said I, 'That's Lehigh coal,

Dug from the earth,'—he shook
his head—
'It is, upon my soul!'

I then took up a bit of stick,
One end was black as night,
And rubbed quick across the
hearth,
When lo, a sudden light!

My guest drew back, uprolled
his eyes,
And strove his breath to
catch—
'What necromancy's that? he
cried—
Quoth I, 'a friction match.'

Upon a pipe just overhead,
I turned a little screw,
When forth with instantaneous
flash,
Three streams of lightning
flew.

Uprose my guest: now heaven
save me,'
Aloud he shouted, then
'Is that hell fire?' 'Tis gas,' said I,
We call it hydrogen.'

Then forth into the fields we
strolled,
A train came thundering by,
Drawn by the snorting iron steed,
Swifter than eagles fly.

Rumbled the wheels, the whistle
shrieked,
Far streamed the smoky cloud,
Echo'd the hills, the vallies shook,
The flying forests bowed.

Down on his knees, with hands
upraised
In worship, Warren fell—
'Great is the Lord our God,'
cried he—
He doeth all things well."

'I 've seen his chariots of fire,
The horsemen, too, thereof;
O may I ne'er provoke his ire,
Nor at his threatenings scoff.'

'Rise up, my friend, rise up,"
said I,
'Your terrors are all vain—
That was no chariot of the sky,'
'Twas the New York mail
train.'

We stood within a chamber
small—
Men came the news to know,
From Worcester, Springfield,
and New York,
Texas and Mexico.

It came—it went—silent but
sure—
He started, smiled, burst out
laughing,
'What witchcraft's that?' 'It's
what we call
Magnetic telegraphing.'

Once more we stepped into the
street;
Said Warren, 'what is that
Which moves along across the
way
As softly as a cat?

'I mean that thing upon two
legs,
With feathers on its head—
A monstrous hump below its
waist,
Large as a feather bed.

It has the gift of speech, I hear,
But sure it can't be human!'

'My amiable friend, said I,
That's what we call a woman.'

'Eternal powers! it cannot be,'
Sighed he, with voice that faltered;
I loved the women in my day,
But oh! they're strangely altered.'

I showed him then a new machine
For turning eggs to chickens,
A labor-saving hennery,
That beats the very dickens.

Thereat, he strongly grasped my hand,
And said, 'Tis plain to see
This world is so transmogrified,
'Twill never do for me.

Your telegraphs, your railroad trains,
Your gas lights, friction matches,
Your hump-backed women, rocks for coal,
Your thing which chickens hatches,

Have turned the world so upside down,
No peace is left within it'—
Then whirling round upon his heel,
He vanished, in a minute.

Forthwith, my most veracious pen
Wrote down what I had heard,
And here, dressed up in doggerel rhyme,
You have it word for word.

DEAL LENIENTLY WITH LITTLE CHILDREN.

O ye that are wise in your own conceit! never despise the young; never turn from their first sorrow at the loss even of a doll or peg-top. Every privation is a step in the ladder of life. Deal gently with them; speak kindly to them. A little sympathy may ensure a great return when you are yourself a second time a child. Comfort their little sorrows; cheer their little hearts. Kind words are the seeds sown by the wayside, that bring forth fruit, "some sixty-fold, some an hundred-fold." Bear in mind ever that "the child is father to the man;" and when you would pass a sorrowing one coldly by—whether you see it mourning over a dear friend or a lost half-penny; whether coupled to crime by the iron hand of necessity, or dragged into it by the depraved will of a bad mother, or some other unlucky circumstances—remember that still it is a child, a piece of nature's most flexible wax, and credible to false prints. Spurn it not because its clothes are rags, or its parents vagrants; it is the mighty, and yet the innocent representative, perhaps, of generations yet unborn. Give it the look of kindness that childhood never mistakes; speak to it the word of cheer that even old age never forgets. Do it, if not for the sake of your common nature, do it for the sake of One who said: "Inasmuch as ye did it to the least of these, ye did it unto me." "Suffer little children to come unto me, and forbid them not, for of such is the kingdom of heaven."

LETTERS TO HIS TEACHERS;

BY A SUPERINTENDENT.

NO. 5.

Miss W:—My visits to your school have afforded me much satisfaction, as I have found not only experience and skill combined in your management and instruction, but great fidelity and earnestness in your work.

Your school is a difficult one to manage, as your pupils are children of that age when restlessness, impatience and inattention predominate. Yours is a *primary* school—the most important grade of all.

"Just as the twig is bent the tree 's inclined." Now is the time to make lasting impressions, to form correct habits of study, thought and action. If the *primary* school is properly conducted, the intermediate, the high school, the academy, seminary and college may complete the superstructure reared upon a sure foundation. Indeed, the principal reason why there is so much that is superficial and wrong in the higher departments of learning, is found in the defects that exist in the primary.

Hence, you will see a reason for congratulation in view of your success. I have always found your school in excellent order, not evidently the result of a forced and formal external obedience, where fear is the ruling motive. The pupils went about their business cheerfully and earnestly, yet, were very careful in all their movements not to disturb the good order of the school. Your system and exactness in your requirements, contributed largely to the quiet which seemed everywhere to prevail. Every movement to and from recitations was with military precision. On leaving the class seats, they first rose at a given signal, then wheeled into line and with measured, quiet step, passed to their assigned places. This evolu-

tion was not accompanied by boisterous counting in concert, as observed in some schools which I have visited.

In recitation, I noticed with much satisfaction, that you secured and retained the constant attention of the whole class. While one was solving a question *orally*, all the others were busy in the *mental* process, and ready to expose any error, as their uplifted hands would indicate. Few of all our Teachers have the power to awaken interest and hold the attention in class recitations, yet, nothing can be more important.

Another evidence of your fitness for the position you occupy, is your knowledge of the nature and wants of childhood. As evidence of this, I noticed that you sought change and variety in your school exercises. You allowed the younger pupils to have frequent recesses with free exercise in the open air. Thus you avoided the results of fatigue and gratified their undying love of novelty; you made the school room pleasant and attractive, which is indispensable to success. Allow a suggestion on one point.

Children learn more from observation than from study. With a correct view of this fact, you will introduce more extensively than you have done, that system of instruction which employs "object lessons." Your younger pupils have learned nearly all they know from objects around them. It is yours now to direct them in a systematic course of observation, and to carry out the instructions of the nursery and fireside, by directing their attention to the qualities and peculiarities of the objects around them. This instruction should be intermingled with other lessons to avoid monotony and to develope the mind in the most satisfactory manner.

Allow me here to suggest a daily programme for one week, which will answer for some of your younger classes.

MONDAY.—Conversation Lesson; Reading and Spelling; Gymnastics; Object Lesson—Form; Human Body; Reading and Spelling.

TUESDAY.—Moral Instruction; Reading and Spelling; Object Lesson—Color; Human Body; Gymnastics; Reading and Spelling.

WEDNESDAY.—Conversational Lesson; Reading and Spelling; Object Lesson—Form; Gymnastics; Reading and Spelling.

THURSDAY.—Moral Instruction; Reading and Spelling; Object Lesson—Color; Gymnastics; Object Lesson—Size; Reading and Spelling.

FRIDAY, review the lessons of the week, adding something new and interesting to each.

You will be greatly assisted in your work, by such books as *Calkin's* and *Sheldon* on "Object Teaching." This subject is receiving marked attention among the educators of the present day. I admit that it is made a hobby by some, yet, there is much in the system worthy the attention of every *primary* teacher.

There are several other primary schools in town which deserve to share largely the honor bestowed upon yours, and which may be profited by the suggestion here made.

Yours truly, H.

"BOARDING AROUND."

The figures show a very considerable diminution of the prevalence of boarding the teacher "around" as the current phrase is, that is, of dividing the expense of the board pro rata among the scholars who attend school, and then instead of collecting the amount in cash, of sending the teacher from family to family throughout the district, in proportion to the extent to which they have participated in the advantages of the schools. During the previous year 3,354 or 68 per cent. of all the teachers employed in the schools boarded 'around,' while during the year just past, only 3,154, a less number by 200 and constituting only a fraction over 66 per cent. of the whole number employed were thus boarded. This may be a matter of congratulation to the well wishers of the schools, for

whatever array of plausible reasons may be urged in favor of the practice, it is beyond question that it works much evil in the operation of our school system, some of which is apparent at a glance, and some of which though perhaps more noxious, is less noticeable without close watching. It is commonly urged in favor of continuing the practice of boarding around, first, that in this way the opportunity is given for the formation of a mutual acquaintance between the teacher on the one side and his pupils and their parents on the other; second, that in this way many of the poorer class who could not and who would not attempt to pay in money their proportionate share of the teacher's board, are enabled by furnishing the board itself to the teacher personally, to contribute their share of the expense, and thus are encouraged to send their children to school, and take a greater interest in the school from the very fact of contributing to its support.

In reply to the first allegation it may be said that if true it is applicable as well to any and every other vocation as to that of the teacher. It is desirable, nay it is indispensable to the success of the physician that he should efficiently and safely administer the required remedies in all cases of obstinate disease, that he should be intimately acquainted with the character, tendencies, habits and physical powers of his patients. If it is desirable that the teacher, because he also requires in order to success, an intimate acquaintance with his pupils, therefore should board with them and that in proportion to the extent to which they share in his attentions; then it stands proved that the physician who equally requires the same intimate knowledge of his patients, should have no home of his own, or fixed abiding place, but should board around with his patients in proportion to the amount of medicine which he administers, or in proportion to the prevalence of the measles or whooping cough. This seems to prove more than was really required. But in fact it does not

appear that boarding around does in any degree promote the intimate acquaintance which would really add to the teacher's power for good. But the most conclusive reply to this argument comes from another direction. A very large proportion of the teachers employed in our schools are young boys and girls who lack both experience and accurate knowledge, and who can be qualified to give competent instruction only by hard and diligent study. Another large proportion of teachers from indolence or intellectual dissipation seldom exert the whole measure of their strength any time, and always are liable to a progressive deterioration in their methods of instruction from a failure to refresh their minds by constant review and study. Our schools do not receive nearly as good instruction as they easily might receive under the same teachers, were those teachers disposed to exert themselves to the utmost. Whatever dispensation should at any given time draw from the teachers for one year the exertion of their utmost powers, would by that act more than double the value and efficiency of our schools.

The public sentiment should demand this, the exercise of their highest powers, from all the teachers in the public schools, and daily study and effort in the self-preparation for the work of the succeeding day should by common consent, be exacted of every teacher as his simple and common duty. Whenever this is effectually done, all our schools will immediately improve. But this can never be efficiently done, until the demand for this exercise of the highest ability, to be made possible only by daily effort in preparation, shall be accompanied by the furnishing of necessary facilities. So long as the teacher goes wandering about from house to house in search of his daily bread, with no fixed home and no possibility of surrounding himself with the conveniences of study and thought, so long it will be idle and useless to hope for any but commonplace efforts from him.

As to the second assertion very much might be said. The practical operation of the custom is in most cases entirely unequal and unjust, and serves to defeat the very object that purports to be held in view. In a country like ours where in the majority of cases whatever wealth exists is the result of the accumulation of years; and where by far the larger portion of the citizens begin with small means, it will generally be found that the pecuniary ability of individuals in community will be as their ages. The elderly classes are the most wealthy. But if an examination of the children in school is made, it will appear that the elderly portion of the tax payers have the least children at school, though generally they have the largest Grand List; while the larger portion of the children come from the younger families. Any tax then that is laid upon the scholar bears hardest upon those least able to pay it. It may be observed in passing, also, that such a tax bears unequally, because, as a matter of fact, the numbers of children in the various families of any community will generally be found to be in inverse proportion to their pecuniary ability.

Again, as a matter of practice, the board and fuel are in most cases grouped together, and thus as the schools are often managed, constitute the heaviest tax that is laid in the district. The usual method of operation is to vote that the summer school, so far as teacher's wages are concerned, be supported upon the Grand List, the public money is expected to defray the expenses of teacher's wages during winter, and the board and fuel for the whole year is levied upon the scholar. Suppose a summer school of three months, the teacher's wages at the average price for females, $7,74, will be $23,22. The board for the whole year, say seven months, will be at $1,50 per week, $42,00, and the fuel will be some $10. So that while only thus $23,22 is raised during the year upon the Grand List, which bears equally upon every individual, $52,00

are raised by a tax upon the scholar, which bears unequally upon all, and thus aside from the unequal bearing of the tax, the largest tax of the year is thus raised.

The lamentable and dangerous result is that a very large proportion of the children of the State are driven practically from the school, and to an extent very much greater than is commonly supposed, as will be manifest from the statistics of attendance. It is indeed to be regretted that, under the permission of the law, a practice should have obtained so generally among us, which causes the taxation for the purposes of general education to be palpably and undisputably unjust and unequal in their pressure.

The annual discussion in regard to the question of how the taxes for board shall be raised, has always been a most prolific source of contention, strife and bitterness, and the abolition of the practice, when it comes, as it surely must, will be a god-send to the cause of common schools.—*See Adams' Report.*

ENGLISH GRAMMAR—WHAT SHOULD WE REQUIRE IN A TEXT-BOOK?

Example is better than precept. And since it is, at least, a part of the office of an English Grammar to teach how to write the English language, the first thing to be required of a Grammar is that it be written in good English: a book that is not so written should be allowed no place in the schools.

Our second requisition is, that the definitions and rules be elegantly, fully, concisely, precisely expressed. They should also be expressed in the simplest language that is applicable to the subject, if it also meet the other requirements; but no word of doubtful propriety should be ad-

mitted because it seems simple. The writer of text-books is bound first to the exact truth, next to simplicity.

Thirdly, in a Grammar due prominence should be given to the inflections of the language. These are, indeed, few in English; but are not unimportant. All necessary paradigms should be fully given; and all needful rules for the formation of the plural and of the passive of nouns, and for the comparison of adjectives should be likewise clearly given; also the signs of mood and tense, so far as there are determinate signs, should be distinctly stated; and so, too, the composition of the several forms of the verb.

In the fourth place, inasmuch as Grammar is adapted to teach two things, interpretation and composition, it should furnish and require exercises adapted to promote skill in both. Parsing and analysis in their various forms are among the most useful exercises directed to this end. The best forms of these exercises every good Grammar must fully and clearly illustrate. In regard to composition some exercises, such as the filling of sentences partially written out, and the building of sentences on given words, have been found to be of so great value that no Grammar can be considered complete, which does not illustrate them.

Fifthly, that cannot be a good Grammar in which a wide distinction is not made between principles and methods. Many a Grammar is worthless because of a failure to make such distinction. Good methods are of great value, yet methods are not the essential substance of Grammar, while principles are the essential substance of it. Principles have life in themselves, methods have not. Principles are like seeds which germinate, grow and bear fruit; methods are but trodden ways, very useful to such as must walk in them, but in themselves very barren.

Sixthly, in a good Grammar the more important principles must be distinguished from the less important;

Such distinction, when made, is most easily represented to the pupil by means of different type. Such distinction and such arrangement enable the pupil to see at a glance what he needs first to learn, and help him to go on with the acquisition of what is most important, unhindered, and yet without danger of feeling that there is nothing beyond these his first attainments.

I would insist on these six things in selecting a Grammar for the youngest classes. In a book for more advanced pupils, I would look for three things more.

First, an article on composition, showing how something may be thought and said about a simple object, if one has eyes to see and hands to feel it. These lessons should teach how to observe and to record what is observed; that is, they should be what are in the best sense, object lessons.

Secondly, a Grammar for advanced classes should contain a sufficiently extended and accurate article on punctuation. In many of our Grammars this subject is treated so briefly that what is said of it is of no real practical service, as the rules given will break down, whether applied to the author's own practice, or to the selections used as parsing lessons. To account for the punctuation of a sentence, is a very convenient and usually a very satisfactory general analysis of the sentence; while the ability to punctuate what is written is very useful.

Thirdly, a good Grammar for advanced classes should contain an accurate and full article on Rhetorical Figures, for few exercises are better calculated to promote at the same time a careful study of words in their relations to each other, and in their individual, primitive meaning and history, than the determination and explanation of the figures of Rhetoric in such extracts from our best authors as usually constitute our parsing lessons. E. C.

SOLUTION OF EXAMPLES IN BACK NUMBERS.

$$x+y=10. \qquad x\sqrt{y}=12.$$

Finding value of y, $y=\frac{144}{x^2}$

Substituting, $x+\frac{144}{x^2}=10$

Transposing, $\frac{144}{x^2}=10-x$

Subtracting 6 from both, $\frac{144}{x^2}-6=4-x$

Completing Square, $\frac{144}{x^2}-6+\frac{x^2}{16}=4-x+\frac{x^2}{16}$

Root, $\frac{12}{x}-\frac{x}{4}=2-\frac{x}{4}$

Dropping equals, $2x=12$

$x=6$

$y=4$ B.

"Ex-Teacher" lays a question before the readers of the *School Journal*, which he says has created quite a dispute in his place in relation to its solution, &c.

I being a reader of the *School Journal*, (having taken it from the beginning), and the originator of the question, offer the following solution, which is quite simple; so much so, that I think there need not be further dispute on that point.

SOLUTION.—For convenience we cut the loaves of bread into thirds. $6+4=10$ loaves $=30$ thirds. $30\div3$ (number that partake,) $=10$, each one's share. Corporal's $6=18$ pieces -10, what C. eats, $=8$, what he gives the Lieut. Private's $4=12$ pieces -10, what P. eats, $=2$, what he gives Lieut. Lieut. pays \$10 for 10 pieces, $=$ \$1 per piece. Then private's 2 pieces would be worth \$2, his interest in the watch. Hence \$2, answer.

T. J. D.

The following problem is from some Arithmetic of the day, we do not know which. It is worth trying, for a simple example in analysis. Will some one furnish the written work? M. G. D.

"Sold 800 ells English for $3,450, and gained on a yard one-fifth of the cost of an ell Flemish. Find the cost of a yard."

EDITORIAL DEPARTMENT.

The Seventh Annual Report of the Vt. Board of Education, with the Report of the Secretary, is a copious, instructive and entertaining document, worthy of our Board of Education, worthy of the State, and worthy of the noble cause it is designed to serve. The Report proper is much occupied by an argument to show the utility of Teachers' Institutes. The Secretary's Report records his "official doings," and presents a view of the "Condition of the Schools" as they appear from his own observation and from the Reports of the Town Superintendents. Next follow "School Statistics," including "duration" and "expense" of Schools; "number of Teachers," male and female, and their "wages," "The authorized List of Text Books," "Attendance on School Meetings," "Public Examinations of Teachers," "School Apparatus," "Corporal Punishment," "Town School Libraries," "Teachers' Associations." The Report closes with an elaborate discussion upon "Graded Schools." The Secretary urges the consolidation of our Colleges and the remodeling of our school system, so as to profit by the economy and efficiency of the thorough classification thus secured. An Appendix contains the School Laws of Vermont, as revised in 1862 (for these we are under great obligations to our esteemed Secretary, especially the Superintendents of Common Schools); also an Abstract of the Decisions of the Supreme Court of Vermont, and

closes with "Forms" of various documents necessary in the transaction of business connected with Schools.

The whole Report was prepared with much care and ability, and presents a view of our educational interests which is very encouraging.

No Mischief Done.—We may congratulate ourselves that our Legislature has not only done us no harm, but has actually restored the grant of $30 to each of the Institutes to be holden in the State. We are assured that the friends of Education were never before so numerous at Montpelier. We rejoice with "exceeding great joy."

Our School Journal.—A single copy for 75 cents in advance; $1,00 at the end of the year.

ENCOURAGEMENT TO CLUBS. For $3.50 we will send to any address 7 copies of the JOURNAL and to the agent who gets up the club one copy of *Gleanings from School Life Experience* and *Mason's Manual of Gymnastics* (worth 65 cents). For $7, we will send 15 copies of the JOURNAL and a copy of Northend's Teacher and Parent, or Lewis' New Gymnastics, (worth $1.25).

To the person who shall procure the largest number of subscribers (not less than 25,) we will send the Atlantic Monthly for one year. To the person who shall raise the largest club (not less than 50,) we will give a copy of Webster's Pictorial Unabridged Dictionary, (worth $7). All who make the effort and fail to secure the highest prize, will, of course, be entitled to the lesser prizes drawn by their number.

☞.—We shall continue to send the *Journal* until notice to discontinue is given, and until all arrears are paid.

TEACHERS' INSTITUTES.

Vt. Board of Education,
Secretary's Office, Nov. 1863.

Teachers' Institutes for the Counties of Grand Isle, Washington, Lamoille, Franklin and Chittenden, will be held as follows:—

At Johnson, Dec. 8th and 9th; Northfield, Dec. 11th and 12th; St. Albans, Dec. 15th and 16th; Underhill, Dec. 18th and 19th; South Hero, Dec. 23d and 24th.

The Institutes will each continue in session two days, commencing at 9 A. M.

All friends of education are invited to attend.

Town Superintendents are desired to see that teachers are notified, and urge them to attend.

Clergymen are respectfully invited to give notice from their pulpits. J. S. ADAMS, Sec'y.

OUR BOOK TABLE.

HAND BOOK FOR HOME IMPROVEMENT, comprising How to Write, How to Talk, How to Behave, How to Do Business; complete in one volume: Fowler & Wells, New York. *Multum in parvo.* "A complete library in itself," and adapted to all classes of readers. Price $1 75.

COMBE'S MORAL PHILOSOPHY, or the Duties of Man, in his Individual, Domestic and Social capacities: Fowler & Wells, New York. This is a reprint from the Edinburgh edition, and is an interesting and practical work, adapted both to study and general reading.

THE RIGHT WORD IN THE RIGHT PLACE—A new Pocket Dictionary and Reference Book: Fowler & Wells, New York. This is a Dictionary of Synonyms, of Technical Terms, of Abbreviations, of Foreign Phrases, of Punctuation, and teaches how to write for the Press and Proof Reading. A very valuable book, in good style and of convenient size for common use.

THE ILLUSTRATED FAMILY GYMNASIUM, by R. T. Trall, M. D.: Fowler & Wells, New York. This work on Physical Education is based upon scientific principles and is embellished with numerous wood cuts, as illustrations. It should be in the hands of every parent and teacher. Other more modern works now occupy the same field, but all are important aids in this too long neglected branch of education.

THE ATLANTIC MONTHLY.—The next number of this popular work begins a new volume. See prospectus on another page of the Journal.

THE AMERICAN JOURNAL OF SCIENCE AND ART; published at New Haven, Ct., every second month at $5 per year, postage prepaid. This excellent work has reached its XXXVI Vol., all of which should be in every scholar's library. Next No. will be published in Jan. 1864.

PETERSON'S MAGAZINE.—We are in receipt of this popular Lady's Magazine, for December. It is a splendid number. "Peterson" will be greatly improved in 1864. It will contain nearly 1000 pages of double column reading matter; 14 steel plates; 12

colored steel fashion plates; 12 colored patterns in Berlin work, embroidery or crochet, and 900 wood engravings—propotionally more than any other periodical gives. Its stories and novelets are by the best writers. In 1864, four original copyright novelets will be given. Its fashions are always the latest and prettiest. Every neighborhood ought to make up a club. Its price is but $2 a year, or a dollar less than magazines of its class. It is the magazine for the times. To clubs it is cheaper still, viz:—three copies for $5, five for $7.50, or eight for $10. To every person getting up a club, (at these rates) the publisher will send an extra copy gratis. Specimens sent (if written for) to those wishing to get up clubs. Address, post paid, Charles J. Peterson, 306 Chestnut street, Philadelphia, Pa.

ARTHUR'S HOME MAGAZINE for Dec. is received. With this Vol. 12 closes. Arthur is always welcomed by its numerous subscribers. It is a highly embellished and well sustained monthly and is worth twice its [$2.] cost to the home circle. The prospectus for 1864 offers strong inducements to clubs by its low terms and rich premiums. Address T. S. Arthur & Co., 323 Walnut street, Philadelphia, Pa.

GODY'S LADY'S BOOK holds out a strong bid for new subscribers in the splendid (Dec.) No. just received. "Terms reduced to old prices" for 1864.

PHYSICAL CULTURE.—The "Normal Institute for Physical Education," incorporated in 1860, and under the management of Dr. Dio Lewis, will open its sixth session on the 2d of January. The demand for teachers of the New Gymnastics has become such that the last class of graduates, consisting of fifty ladies and gentlemen, were at once engaged, and hundreds more might find profitable employment. Well-known medical men assist in preparing the pupils to act as guides in Physical Culture. In the department of Gymnastics Dr. Lewis personally trains every candidate for the New Profession. If any reader would know more of this pioneer institution in a new and noble profession, let him or her send for a full circular to Dr. Dio Lewis, Boston.

"To Dr. Dio Lewis, more than to any other man, is the country indebted for the present deep, practical interest in physical culture. He has done a noble work."—Mass. Teacher.

"We look upon Dr. Lewis as one of the benefactors of his race."—Grace Greenwood.

"Success to Dr. Lewis's Gymnasium. No better institution exists."—The Knickerbocker.

"Dr. Lewis's book is the most practical, sensible work on the subject, extant in any language."—Continental Monthly.

"Dr. Lewis has given us far the best and most practical of all publications on the subject of Physical Culture."—N. Y. Ind.

THE OLD FARMER'S ALMANAC, (No. 7 ,) for the year 1864, is ready for the market.

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